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ABSTRACT

This manual examines components of a non-traditional adult high school program. It is intended to aid districts interested in establishing similar programs. The first of five parts defines the role of the weekend non-traditional high school as designed to meet the needs of undereducated adults who are unable to participate in evening high school programs and/or who are uninterested in a program oriented toward high school equivalency (general education development). The weekend program is oriented toward filling the needs of adults who have informally acquired competency in many areas and wish to acquire other skills. Part 2 reviews steps involved in initial program planning, curriculum development, and local and county approval. The third part provides guidelines for planning a publicity campaign. It also discusses staffing needs, scheduling and materials, and record keeping. Part 4 explains the components of the program designed to assist students through counseling, testing, and program planning. It also provides student profiles of ten graduates. The last section reviews the high school's financing and explains the budget. Program consolidation is also discussed. Finally, problems and issues revolving around basic diploma requirements, minimum competency requirements, and attendance are addressed. Appendixes contain guidelines, news releases, and a number of sample forms. (CSS)

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DEVELOPING A NON-TRADITIONAL WEEKEND ADULT HIGH SCHOOL
THE SOUTH PLAINFIELD EXPERIENCE

A Replication Manual

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July, 1978

SOUTH PLAINFIELD ADULT SCHOOL
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and Demonstration Project, Supported in Part
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PART I

WHY A NON-TRADITIONAL WEEKEND ADULT HIGH SCHOOL?

Section 1. Purpose of Manual
2. What is a Non-Traditional Adult High School?
3. What New Jersey Allows
4. The South Plainfield Setting
5. Overview of Program Elements - Time Frame

INTRODUCTION

At their October, 1977 meeting the South Plainfield, New Jersey, Board of Education passed the following resolution:

WHEREAS, 41% of the adults over the age of 25 in South Plainfield do not have a High School Diploma; and

WHEREAS, 22,000 or more students drop out of school in the State of New Jersey each year; and

WHEREAS, only about 16,000 adults earn their High School Diploma through the G.E.D. Program each year; and

WHEREAS, learning does not terminate when students leave school, and educators must reach out to all students, regardless of age;

NOW THEREFORE, BE IT RESOLVED that the Board of Education of South Plainfield, in accordance with New Jersey administrative Code 6:44-7, does hereby establish an Adult High School.

While substantial progress has been made in extending secondary educational opportunities to New Jersey adults, traditional programs and delivery systems lack the flexibility to accommodate the needs of large numbers of potential learners. Many adults are unable to participate in evening high school completion programs because of family responsibilities, shift work, overtime work and debilitating fatigue. Moreover single-mode programing oriented exclusively to G.E.D. (high school equivalency) preparation or traditional night classes fails to take account of the special needs of many undereducated adults. Therefore, the South Plainfield School System decided to design, implement and evaluate a Weekend Adult High School that incorporates multi-modal learning options, as well as non-traditional methods for assessment of prior learning.

SECTION 1

PURPOSE OF THE REPLICATION MANUAL

This manual is intended as an aid to districts interested in establishing a non-traditional adult high school. Since every community is different and adult high schools should reflect community needs, this replication manual is not intended to be a blueprint for others. Its purpose is simply to offer other districts a starting point based on the South Plainfield experience. By outlining the steps and procedures followed by South Plainfield in developing a non-traditional weekend adult high school, we hope to provide signposts and guidelines which will assist other districts in developing their own programs. This manual is the culminating activity of a project to develop a non-traditional weekend adult high school program. This venture was funded jointly by the New Jersey Department of Education, Bureau of Adult and Continuing Education (Section 309-Experimental Projects) and the South Plainfield Board of Education.

So far, all non-traditional adult high schools in New Jersey differ from each other. The Department of Education in New Jersey encourages these differences by allowing each local school board a great deal of autonomy within a broad framework of state regulations. Although each non-traditional adult high school has unique features based on local community needs, districts can learn from each other. It would be wasteful of limited resources for every program to start from scratch. Programs can learn much from each other by sharing their experiences.

In this replication manual we will describe what we did, how we did it, some of our successes, and some of our problems. This manual addresses the following topics:

1. The purpose of a non-traditional adult high school.
2. Legal considerations - state, county, local.
3. Community analysis and involvement.
4. Role of the local board of education.
5. Development of curriculum.
6. Publicity and recruitment procedures.
7. Structure of the South Plainfield Non-Traditional Weekend Adult High School.
8. Role of the adult counselor/broker.
9. Program evaluation.
10. Financing a non-traditional adult high school.
11. Controversial issues.
12. Appendices - Forms generated.

SECTION 2

WHAT IS A NON-TRADITIONAL ADULT HIGH SCHOOL?

Evening adult high schools are not new. They have been in existence for more than a century. Although these schools are meant for adults, frequently they are indistinguishable from adolescent high schools. The same educational techniques and procedures are used without regard to the great differences between adults and adolescents as learners. Adults have different learning styles and unique time commitments. Adults have jobs, families and many other responsibilities. Adults are serious students who are in class because they want to be there, not because they are forced to be there.

The basic concept that underlies the non-traditional adult high school is that people learn everywhere, not only in a classroom. The adult who has terminated his/her formal schooling has not thereby stopped learning. He/she has learned many things on the job, at home, watching television, reading, interacting with others in formal and informal groups. What the non-traditional adult high school does is attempt to recognize and assess in terms of high school credit this education acquired outside of the formal school structure.

Prior to the development of non-traditional adult high school programs, the adult who wished to earn a high school diploma had the choice of taking the G.E.D. (General Educational Development)

Test or attending an evening high school. Many people were able to complete their high school education via the traditional routes. For others, the traditional adult evening high school was unsatisfactory due to the necessity of spending many hours in school in formal classes. For adults who dropped out of high school early, the traditional night school route to a diploma could take years. The inflexibility of the traditional evening high school also has been a serious barrier to learning for many adults. Teacher centered instruction, the lack of recognition of learning acquired outside the classroom, and failure to adapt the curriculum to adult needs and interests are some of the factors that have kept many adults from continuing their education.

High school equivalency programs have provided another option for many adults, particularly the more academically talented. The General Educational Development Test (G.E.D.) is designed to measure the educational development of adults who have not completed a formal high school program and is not to be confused with an achievement test which measures mastery of traditional subject matter content. In other words, the G.E.D. examination measures competence in the use of skills and knowledge, regardless of the means by which they were acquired, rather than familiarity with specific facts.

The examination covers the application of skills to the five major high school fields, and the diploma is awarded solely on the basis of successful test performance. Each of the five tests is briefly described below:

Test 1: Effectiveness and Correctness of Expression

The main emphasis in this test is upon ability to avoid errors in spelling, grammatical usage, capitalization and punctuation. Consideration also is given to ability to choose the best words or phrases and to organize and express ideas in clear, well-balanced sentences.

Test 2: Interpretation of Reading Materials in the Social Studies

This test measures ability to read with understanding and to evaluate critically reading selections and diagramatic materials such as charts, graphs, maps, etc., concerning social, political, economic, and cultural problems and issues. Since ability to do these things depends largely on how well-informed a person is, the test also measures indirectly one's background of ideas and information in the field of social studies.

Test 3: Interpretation of Reading Materials in the Natural Sciences

This test requires some knowledge of scientific vocabulary and emphasizes the ability to pay close attention to detail upon rigid logical reasoning. Further, this test demands a considerable background of information concerning important scientific topics, scientific laws, generalizations and developments.

Test 4: Interpretation of Literary Materials

This test is based on a variety of selections from world literature and emphasizes many special abilities not frequently needed in ordinary reading, such as ability to interpret figures of speech, to cope with unusual sentence structure and word meaning, and to recognize mood and purpose.

Test 5: General Mathematical Ability

This test measures mathematical ability in solving problems as well as ordinary arithmetical skill and reasoning ability. It does not go extensively into higher mathematics but includes elementary algebra and geometry.

For many adults acquiring the skills needed to obtain a satisfactory score on the General Educational Development tests is a lengthy process. Often they would prefer to study other subjects which would further their career goals, such as typing or welding rather than algebra. Other adults wishing to enter college programs need specific high school subjects such as biology and chemistry. For people who want particular skills to further their career or educational goals, the G.E.D. option is not appropriate. Furthermore, it is widely recognized among adult educators that the G.E.D. test discriminates against less academically talented adults who are often the poorest and most educationally handicapped.

The non-traditional adult high school attempts to fulfill the needs of adults who have acquired competency in many areas informally and wish to acquire other skills. The South Plainfield Non-Traditional Weekend Adult High School is philosophically founded on these basic premises:

1. Adult learners are different from adolescent learners.
2. An adult high school should serve adult needs.
3. It is not necessary to be in a formal classroom to learn.

What the South Plainfield Non-Traditional Weekend Adult High School tries to do is assess the adult's informally acquired education, equate it to high school credit and offer the adult the opportunity to acquire further education which will promote his/her goals and objectives. Furthermore, South Plainfield has adopted a unique weekend delivery system partially modeled on the weekend college concept. Many adults work night shifts or overtime or are very tired at the end of a long day of work. Consequently, classes are held on Saturdays. Adults have the option of attending either Saturdays and/or evenings. Since the weekend concept of high school completion is a new one, the public needs to be educated to accept a weekend delivery system. This was not too difficult in South Plainfield, in part because there has existed for seven years a successful weekend program for youngsters called "The Saturday Scene."

SECTION 3

WHAT NEW JERSEY LAW ALLOWS

The State Department of Education in New Jersey encourages adult high schools to be responsive to community needs. Therefore, each local board of education is responsible for establishing guidelines for its adult high school. The state sets minimum requirements and the local board has a great deal of flexibility to function within this legal framework. The state mandates that for an adult to receive a high school diploma, he/she must have a minimum of 80 high school credits, including 10 credits in the History of the United States. It is up to the local board of education to establish any other criteria for award of the adult high school diploma, such as a minimum reading level or additional required courses.

Non-traditional adult high schools give credit for certain adult experiences. These are called non-traditional credit options. New Jersey allows the following maximum amounts of high school credit for adult experience:

1. Military Basic Training - 10 credits.
2. Work Experience - 10 credits.
3. Apprenticeship and/or On-The-Job-Training - 30 credits.
4. Credits transferred from other institutions - no state maximum.

The State of New Jersey also requires that tests used to give credit by examination and Independent Study Plans be submitted for approval to the Department of Education. Under this legal state umbrella the local board of education must determine all other regulations which will govern the adult high school. The board may give the director of the adult high school program certain discretionary decision-making powers. Examples of the type of decision-making power that the local school board may allocate to the director/principal are the authority to make exceptions to an age requirement or to decide what constitutes on-the-job-training.

SECTION 4

THE SOUTH PLAINFIELD SETTING

South Plainfield is located 26 miles southwest of New York City, and 60 miles northeast of Philadelphia. The community is in Middlesex County but enjoys the advantages of being strategically located in a tri-county area. Convenient transportation and new industry have doubled the population in recent years.

The residents of South Plainfield, who number approximately 23,000, generally fall into the middle, lower middle and blue collar segments of the socio-economic spectrum. Ethnically, South Plainfield is a mixed community with a large concentration of people from Italian and Polish backgrounds. The dominant religion is Roman Catholicism, with many other faiths represented.

Although South Plainfield is located near New York City, it is not a bedroom community. Most of the residents are employed locally and many are self-employed. Due to South Plainfield's favorable location, skilled labor force and available land zoned for industry, many new companies have moved into the area. South Plainfield lies within easy access to railroads such as the Lehigh Valley, Reading and Central and is served by a good highway system including Interstate 287, New Jersey Turnpike, U.S.#1 and U.S.#22. This makes it an attractive community for industrial development.

The residents of South Plainfield are active in their political and educational institutions. This is exemplified by high voter participation in elections and well attended school board meetings. There are 4,299 school age children in South Plainfield. They attend 5 elementary schools (K-6), 1 middle school (7-8), and a modern, open space high school (9-12).

The South Plainfield Adult School is a vital part of the educational system. More than 7,000 people per year participate in a wide variety of programs. The Adult School sponsors the "Saturday Scene" program for children, which is very popular. Also during the summer the Adult School conducts a "Drama Workshop" which is highly lauded. The visibility of the Adult School and community support for its programs were of great help in gaining community acceptance for the non-traditional Weekend Adult High School. The "Saturday Scene," which involves approximately 200 youngsters per year, 3 years old through high school age, in enrichment activities such as music, dancing, and art, accustomed the community to education on Saturdays. The "Saturday Scene" and the Weekend Adult High School make education on Saturday a family affair in South Plainfield.

SECTION 5

OVERVIEW OF MAJOR PROGRAM ELEMENTS - TIME FRAME

In this manual we are describing sequentially activities which were often happening simultaneously. For reasons of clarity and order we have broken up the different components and are describing them separately. To provide a more realistic overview of the activities, the following is the actual time frame of when the different components of the program were planned and implemented.

July-August

1. Hire Project Coordinator.
2. Study the community.
3. Form a Design Team comprised of community and school system representatives and educational experts.
4. Site visitations by different members of the Design Team to local weekend colleges and other adult high schools.
5. Begin intensive publicity program on alternative methods of high school completion (G.E.D. also available in South Plainfield).
6. Hire part-time Guidance Counselors and Curriculum Consultants.

September-October

1. Refine the Weekend High School Design Model.
2. Review the Curriculum Consultants' reports and incorporate the findings into the model.
3. Review the non-traditional methods of earning high school credit and set the guidelines for the awarding of such credit.

4. Make recommendations to the South Plainfield Board of Education for their approval of the Adult High School curriculum and the non-traditional methods of earning credit and graduation standards.
5. Continue intensive publicity program on alternative approaches to earning the high school diploma.
6. Begin counseling students on the options for high school completion through Plan 1,* G.E.D. and the Adult High School, adjudicating transcripts, helping the students to set goals and select the best methods for earning their high school diplomas in accordance with their educational background and learning styles.
7. Begin meeting with personnel directors and local business and industrial officials to acquaint them with the different high school completion alternatives for their employees.

November-December

1. Public presentation at the Board of Education meeting explaining in depth the Weekend Adult High School.

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*Plan 1 refers to the New Jersey State regulation that anyone over age 18 who has completed 80 high school credits including U.S. History I and II is eligible for the New Jersey Equivalency Diploma. Under this plan adults who lack certain credits may take subject area examinations to earn high school credit. Most examinations earn 5 credits each.

2. Screen teaching applicants and hire staff for the Weekend Adult High School.
3. Continue counseling.
4. Continue publicity program.

   Intensive recruitment of students for the different high school completion options.
5. Schedule classes for the Adult High School.

January-February

1. Begin operational stage with formal opening of Weekend Adult High School.
2. Insure that all the rules and regulations governing the operation of an Adult High School are being strictly followed.
3. Begin the evaluation process.
4. Continue counseling.
5. Continue publicity program.

March-April

1. Intensify the evaluation process.
2. Redefine the operational model where necessary.
3. Continue counseling.
4. Continue publicity program.

May-June

1. Prepare for dissemination of the replication manual.
2. Complete the first semester of the Adult High School.

3. Complete the evaluation of the program.
4. Conduct a graduation program for students who completed the necessary requirements for the high school diploma and for those who earned their high school equivalency diploma and also recognize those students who have progressed toward achieving their high school completion goal.
5. Plan for the Weekend High School 1978-79 year.
6. Continue counseling.
7. Continue publicity.

PART II

FIRST STEPS

Section 1. Initial Planning
2. Curriculum Development
3. Approval and Accreditation

SECTION I

INITIAL PLANNING

Any community interested in establishing a non-traditional adult high school program should start with a thorough analysis of the characteristics and needs of the community. This educational venture can only succeed if it gains acceptance by not only the existing educational establishment but also by the rest of the community - especially business and industry, social service agencies, the media, local government, and churches and synagogues. Also since the non-traditional approach to adult high school completion must serve community needs, it is crucial to determine what these needs are. For example, to develop assessment instruments to evaluate experiential learning, it is necessary to know what type of skills local residents are likely to have acquired. In a blue collar community, it is to be expected that more adults seeking a high school diploma will have expertise in skills such as car mechanics, welding and plumbing, than in algebra, literature or fine arts.

After a thorough analysis of the community the next step is to approach recognized community leaders to serve on an advisory committee for the purpose of planning the non-traditional adult high school. At this point it is important to acquaint the entire community with what is being planned. This can be done by speaking to diverse community groups, using the local media to publicize plans and distributing printed information widely. The more thorough this preliminary publicity phase is the easier it will be for the new concept to gain acceptance. What people clearly understand, they are more likely to accept.

Design Team

In South Plainfield a Design Team was formed which is comprised of recognized community representatives. The group, chaired by James A. Lenox, Director of Adult Education in South Plainfield, is composed of the following people:

Mr. Steven Hoffman - Representative of the business community, Supervisor of Employee Relations at Standard Plastics.

Mr. Marty Shupack - Owner of a local business and member of the South Plainfield Adult School Advisory Council.

Mrs. Lucille Rothemich - Member of the South Plainfield Adult School Advisory Council, a South Plainfield homemaker.

Mr. John Sheehan - Member of the Board of Education in South Plainfield and representative of New Jersey Bell Telephone.

Mr. Lee Burke - Member of the South Plainfield Adult School Advisory Council and Director of Grants at Seton Hall University.

Mr. Robert Maver- Mental Health Clinician and member of the South Plainfield Adult School Advisory Council.

Mr. Leonard Tobias - Superintendent of Schools in South Plainfield.

Dr. Miriam Kwaznaza - Curriculum Coordinator (K-6) in South Plainfield.

Mr. Michael DeCarlo - Director of Guidance Services in South Plainfield.

Mr. Harry Linkin - Director of Adult and Continuing Education for Union County Regional School District #1 and resident of South Plainfield.

Dr. Gordon Darkenwald - Evaluation and Design Consultant from Rutgers University.

Mrs. Ruth Spinner - Project Coordinator.

This group meets once each month on a continuing basis to provide advice and assistance to the Director of the South Plainfield Adult High School.

The Design Team serves as an advisory board to the Director of Adult Education for the purpose of assisting in the design and implementation of the Adult High School, which falls within the jurisdiction of the South Plainfield Board of Education. Initially, the Design Team assisted the director in developing policies and procedures for the Weekend Adult High School as a first step prior to seeking approval from the local Board of Education. The following are some of the major issues which the Design Team has addressed:

1. Determination of the mission of the South Plainfield Adult High School. Since program goals should evolve from the program's underlying philosophy, the Design Team wrestled with elucidating a basic purpose for the Adult High School. The Design Team recommended that the mission of the Adult High School be to provide a program of high school completion which serves adult needs on an individual basis by recognizing experiental learning and providing educational experiences which further the adult's future educational and career goals.
2. Determination of the purpose and meaning of an Adult High School Diploma and establishment of recommendations to the Board of Education on the criteria for earning the diploma. Since the state of New Jersey requires only that an adult amass 80 credits, including 10 in U.S. History to earn a diploma, it is necessary for each district to develop additional criteria for the diploma. The Design Team goal was to insure the integrity and credibility of the adult high school diploma without erecting unnecessary hurdles for adults. It is important to establish criteria for the diploma which are realistically attainable by undereducated adults and yet

stringent enough to gain community and school system support. If the adult high school diploma is to be of value to its holder, it must certify certain educational standards. The Design Team considered at great length what these standards should be. A grade equivalent in reading, English and math was considered and discarded because of its arbitrariness and inconsistency with individualized education. After a great deal of debate it was decided that each diploma candidate would have to exhibit "an acceptable level of competency in communication and computation skills." Subsequently it was decided to use the American College Testing Program's Adult Performance Level (APL) Survey to measure competency on an interim basis pending further study and evaluation. The final recommendation of the Design Team to the Board of Education regarding the basic requirements for the South Plainfield Adult High School Diploma was 80 high school credits, including 10 in U.S History, and an acceptable level of competence in communication and computation skills.

3. Determination of alternative credit options and learning modes for adult high school completion. Each of the major topics considered is described separately below.

   A. Assessment of Experiential Learning - What type of learning? Who would do the assessment? Who would design the necessary measuring instruments? How much credit would be given for what experience? These difficult questions consumed a number of meetings of the Design Team and no final determination was ever achieved except that experiential learning can be worthy of high school credit. We are still in the process of working on procedures for the evaluation of experiential learning.

B. Prior Course Work - The decision to accept in full all courses completed at other accredited high schools was easily settled. However, it was difficult to determine what credit would be allowed for courses taken through the military services, at approved proprietary schools, at colleges and in adult schools. These programs have varying requirements in terms of expectations of achievement. How to determine what each course is worth in terms of high school credit is very difficult. Is a 3 credit course in English equal to 5 high school credits? Does a certificate of completion of a ceramics class taken at an adult school entitle the holder to some high school credit? The ideal solution would be to simply evaluate the knowledge and expertise and not pay any attention to how or where the expertise was acquired. Due to the difficulty of assessing experiential knowledge, South Plainfield decided to grant 5 high school credits for 120 hours of formal instruction wherever the instruction occurred.

Also we decided to accept college courses at equal credit value: 3 college credits equate to 3 high school credits.

C. Credit by Examination - All tests used to give credit by examination must be approved by the New Jersey Department of Education. The Design Team was unanimously in favor of granting credit through formal tests in traditional high school areas such as English, mathematics, etc. For every course taught at the adult high school, there is a test available to obtain credit by examination.

D. Independent Study - The Design Team had a difficult task in designing an independent study program because there was no consensus as to what independent study is. Each member had a different concept as to what independent study entailed. Some of the members were hesitant to offer this option to undereducated adults because of the complexity of the undertaking. In order to succeed in studying independently a person has to be motivated and well organized. After much debate it was decided that the student and counselor would select the subject area for independent study, which in our program now is either U.S. History or English. Then a subject area consultant would meet with the student to select a topic and plan the project. The principal of the adult high school must approve the plan and the amount of credit the project will earn. The subject area consultant evaluates the project in terms of whether the plan was carried through and the specified learning outcomes achieved. The Design Team recommended that the subject area consultant spend from 3 to 6 hours with every student. The student is advised to devote at least 60 hours to an independent study project which earns 5 credits. (See Appendices 2, 3, 4).

E. Non-traditional methods of earning high school credit from the New Jersey Administrative Code (N.J.A.C.) credit options -

(1) Apprenticeship/On-The-Job-Training -

Trades which have state regulated apprenticeship programs, such as the electrical trade, are easy to deal with in regard to granting credit. These trades have stringent requirements which the adult has to fulfill in order to receive the apprenticeship completion certificate. The New Jersey requirement for a legal apprenticeship program is 144 hours per year of classroom study and 2 to 4 years of on-the-job-training. Where we ran into difficulty was dealing with trades which were not state regulated. How do you evaluate on-the-job-training which can consist of systematic learning for a few hours, a few days or a few years? The Design Team quickly decided that a completed legal apprenticeship program was worth 30 high school credits, the legal maximum. For other on-the-job-training the Design Team recommended that 5 high school credits be given for 120 hours of training.

(2) Military service - The Design Team advised that 10 credits (the legal maximum) should be allowed for basic training, equating that to the credit earned by high school students in physical education classes.

(3) Work experience - The state of New Jersey requires each district to define what is meant by work experience and how much credit the person will earn for it. The rationale for giving credit for work experience is that people learn life coping skills (e.g., skills in interpersonal relations) by holding a job for a certain length of time. Any kind of job can provide a worthwhile experience. We decided to offer 10 high school credits, the state maximum, for job experience, to any adult who worked for one employer for at least a year. All occupations qualify for work experience, including homemaking. The Design Team felt that a woman who puts three meals per day on the table certainly knows as much about cooking as a high school home economics student. Work experience is verified by a letter from the employer. When people are self-employed, as in

homemaking, they write their own letter describing their duties, then have it notarized.

(4) G.E.D.Test - After reviewing the five G.E.D. sub-tests the Design Team recommended that 5 high school credits be given to adults for a score of 35 or better on each section of the G.E.D.

4. Review of the experience of other non-traditional adult education programs such as the Monmouth Adult Education Commission's (MAECOM) non-traditional adult high school and the weekend college programs. Much valuable time was saved by learning from the experience of other adult programs. Keeping in mind that the South Plainfield Adult High School should reflect the needs of the South Plainfield community, the Design Team adapted pertinent information gathered from other programs to serve the needs of the South Plainfield community.

5. Review of the role of counseling and the counselor in a non-traditional adult high school. The Design Team members role-played adults starting a high school completion program to get an idea as to the feelings and concerns that a counselor would have to deal with in the first interview. The ideas generated by the role playing helped structure the format of the first counseling interview. The Design

Team members felt that among other things adults would want to know what was the fastest way of earning a high school diploma. They would also want to know what opportunities would become available to them once they earned the high school diploma. Further details regarding the role of the adult counselor as it evolved throughout the project are included under "Assisting Adult Learners."

Since the success of an adult high school depends upon community acceptance and respect for the adult high school diploma, it is very important that the design committee truly represent the community. It is crucial to select a group which can act as a legitimate spokesman for the different community interests.

It must be strongly emphasized that if a new idea is to gain acceptance, the community must be educated as to what this new idea is and what it means to the community. It should be remembered that the local board of education is composed of people who are not educators by profession. If they do not understand what the adult high school is, they will be suspicious. All along the way, when planning a new program, it must be clearly explained to community groups in terms which laymen can understand. To insure passage by the local board of education of a non-traditional adult high school, the concept must be clearly understood by school officials and board members. The public board meeting is not the place to introduce the new concept. By the time the issue is raised at a public board meeting, there should be no surprises in store for the board members. They should by then fully understand what the proposed program will mean to the community.

It is also essential for the success of a new program to gain support from the existing educational leadership. The Superintendent of Schools in a particular district must be interested in supporting the program. Opposition from the educational leaders in a community, if it exists, must be overcome in order for a new program to survive. One way to gain support from the educational leaders is to involve them in the planning process. Also, it is necessary to start slowly and not put forward a new program that is totally revolutionary. Restraint may delay the implementation of some original and worthwhile ideas, but it is likely to gain acceptance by the community for a non-traditional program. A blend of innovative and existing practice produces the best chance for initial success.

It must be firmly kept in mind that it is a human characteristic to be suspicious of new ideas. The non-traditional approach to adult high completion is a new idea which needs careful handling. In South Plainfield this new idea was well received because it was fully supported by the central administration of the South Plainfield schools. The superintendent of schools in South Plainfield has consistently and enthusiastically supported the development of a non-traditional adult high school. This support has helped tremendously in gaining support from the rest of the community.

To briefly reiterate the initial planning steps which can smooth the way to gain acceptance for the non-traditional adult high school:

1. Study your community.
2. Develop a plan based on community needs and resources.
3. Discuss your plan with all the diverse community groups.
4. Involve community and school system leaders in shaping the plan.
5. Alert as many people as possible to what you want to do
   why you want to do it
   how you plan to do it.

When the foundation for the program is thoroughly grounded in the community, passage by the local board of education should go smoothly. By the time the plan is presented to the board at a public meeting every board member should be thoroughly familiar with what the plan entails.

SECTION 2

CURRICULUM DEVELOPMENT

Although everyone agrees that adults differ significantly as learners from adolescents, frequently the curriculum used to educate adults is identical to the one used for adolescents. In planning a curriculum for an adult high school, it is essential to know what kind of students the high school will serve. The curriculum should be developed so that it is suitable for the adults living in the community in which the adult high school will operate. A school curriculum defines and structures what will be taught and what the desired outcomes will be. Although there are certain basic skills which anyone who obtains a high school diploma needs to master, the vehicles through which these skills are taught can differ. It is crucial, but difficult and controversial, to be able to define what is meant by a high school education. There is always the temptation to expect a higher level of achievement from adults than from adolescents. In spite of their age, high school completion adults need to work on a high school, not a college level. It is helpful to employ curriculum consultants to study the existing high school curriculum and identify courses that can be adapted to the needs of adults.

In South Plainfield, high school teachers were used as curriculum consultants. They reviewed the existing curriculums in English, Language Arts, Mathematics, Industrial Arts, Business, Science and Social Studies. These teacher-consultants tried to identify the specific knowledge and skills needed to master each subject area. They designed tests which can be used to assess whether an adult has mastered the necessary knowledge or skill to earn credit for a specific subject. These consultants designed curriculum outlines which are suitable for adults, offering multiple learning options.

Each curriculum outline offers alternatives in learning by regular class attendance, the individual mentor approach, and a combination of the two. The individual mentor approach is basically an independent study program. The learner studies on his/her own and receives assistance whenever needed or desired. This approach can be used with a small group, too, where people help each other master a subject area. The approach to the mastery of skills is determined by the learner and the teacher based on the student's preferred learning style. In most of the courses the individual mentor approach and class attendance were emphasized. The curriculum consultants developed outlines for the following courses:

- Reading I
- Reading II
- Chemistry
- Biology
- Introduction to Physical Science
- English I
- English II
- Woodworking
- Graphic Arts
- Drafting and Blueprint Reading
- Geometry
- Algebra
- Everyday Mathematics
- Bookkeeping and Accounting
- Speedwriting

English III

English IV

U.S. History I

U.S. History II

Shorthand I

Shorthand II

Typing I

Typing II

Each curriculum outline is equipped with assessment instruments to determine if course objectives have been met. These curriculum outlines and tests are available upon request from the South Plainfield Adult High School office. The testing instruments have been approved by the New Jersey State Department of Adult, Community and Continuing Education.

The curriculum outlines and assessment instruments are being field tested with the adults enrolled in the South Plainfield Adult School. Revisions will be made on the basis of experience and in line with adult needs and preferences. Since the consultants used to design these outlines were teachers in the regular South Plainfield High School with limited experience working with adults, some of the material is more suitable for adolescents than for adults. As the first semester of the adult high school progressed, the teachers and learners reviewed course objectives and the suggested learning activities to bring them in line with adult needs. While the knowledge and skills taught remain the same, the modes and materials of instruction change, For example, in an English course, where the goal is to teach writing, this skill can be taught more appropriately to adults through writing a letter of application for a job rather than describing a hobby or a summer vacation.

When designing a curriculum for adults, it is important to involve the learners in the planning stages. Adults can be very helpful in planning their education because they know what they need to know to function more effectively in our society. They know which skills they lack which hamper them on the job, at home, etc. The curriculum expert can get reliable feedback from the adult learner.

Since our curriculum outlines were designed prior to the enrollment of students, the curriculum consultants did not have the opportunity to get feedback from students. To rectify this omission we are having students participate in reviewing course goals and objectives as they are involved in the different subjects. The ideas and suggestions generated by the students will be incorporated into revised course outlines which will improve the course offerings significantly.

SECTION 3

APPROVAL AND ACCREDITATION

New Jersey State regulations require that each local board of education approve many facets of the adult high school program. As long as the minimum state requirements and other regulations are adhered to, each local board has the autonomy to define its own standards for adult high school completion. In fact, the state mandates that the local board of education define and regulate adult high school programs.

The South Plainfield Board of Education at its November, 1978 meeting established the following regulations for the South Plainfield Non-Traditional Weekend Adult High School:

I. An adult, to be eligible to enroll in the South Plainfield Adult High School, must be 18 years old or older and have been out of school for one year (N.J.A.C. 6:4-7.3), with exceptions considered on an individual basis by the Principal of the Adult High School with the advice of the guidance director.

II. In order to qualify for the South Plainfield Adult High School Diploma, the adult must earn 80 high school credits, including 10 credits in U.S. History (N.J.A.C. - 18A:35-1), and demonstrate an acceptable level of competency in communication and computation skills.

III. These are the approved credit options offered adults in the South Plainfield Adult High School:

A. An adult may earn 5 high school credits by satisfactorily completing any course offered by the South Plainfield Adult High School. (N.J.A.C. 6:44-7.3).

B. All high school credits earned at accredited high schools will be accepted in full. Course work completed at other accredited institutions, including proprietary schools, will be evaluated and 5 high school credits given for 120 hours of class attendance. All prior education will be verified by an official transcript or certificate (N.J.A.C. -6:44-7.5 1a).

C. Any adult, who has had Military Basic Training, will be granted 10 high school credits. This will be verified by military discharge papers or personnel records (N.J.A.C. -6:44, 7.5 1b).

D. All college courses completed at an accredited institution will be accepted in full. One college credit will equal one high school credit. All courses will be verified by an official transcript (6:44-7.5 1c).

E. Any adult, who has worked for a minimum of one year for the same employer, will be granted 10 high school credits. All occupations will qualify, including homemaking. Work experience will be verified by letter (N.J.A.C.-6:44-7.5 1d).

F. Any adult, who has completed a formal apprenticeship program, will receive 30 high school credits. Partial credit will not be given for an incomplete apprenticeship. This will be verified by legal apprenticeship papers (N.J.A.C.-6:44-7.5 1e).

G. The adult may earn an unlimited total number of high school credits by passing subject area examinations earning 5 credits for each passed examination. These examinations were constructed by subject area consultants and have been submitted and approved by the New Jersey State Department of Education, Bureau of Adult Continuing and Community Education. The adult may also earn 5 high school credits for a score of 35 or better on any section of the G.E.D. (General Educational Development Test) (N.J.A.C.-6:44-7.5 1f).

H. An adult may earn an unlimited total number of high school credits through independent study. The amount of credit and subject area for independent study will be formulated by the student and counselor, then approved by the Principal (N.J.A.C.-6:44-7.5 lg).

In New Jersey it is the responsibility of the local Board of Education to seek approval for the adult high school from the county Superintendent of Education. After the South Plainfield Board of Education passed the resolution at their October, 1977 meeting to establish an adult high school, the Superintendent of Schools in South Plainfield requested conditional approval for the adult high school from the Middlesex County Superintendent's Office. Conditional approval was granted October 27, 1977. At their November, 1977 meeting, the South Plainfield Board of Education established guidelines and regulations to govern the South Plainfield Adult High School. Then, in December, 1977, the extended application soliciting approval for the South Plainfield Adult High School was sent to the Middlesex County Superintendent. Any changes or revisions in the rules affecting the adult high school must be approved by the Board of Education.

PART III

GETTING UNDER WAY

Section 1. Publicity
2. Staffing
3. Scheduling and Materials
4. Records

SECTION 1

PUBLICITY

In order to be able to take advantage of new opportunities, people need to be aware of what these opportunities are. A school for adults must do a great deal of work to publicize its program. Children automatically go to school because they must attend. Adults may feel unhappy about having missed their opportunity to acquire an education when they were adolescents, but be unaware that it is not too late at any age. Even adults who know they want to return to school tend to put it off from year to year. What the adult high school needs to do through publicity is bring the new program to everyone's attention. This is a long process which should start as soon as the initial planning and continue perpetually. People involved in an activity tend to think that everyone has heard about this activity. This tends to curtail publicity endeavors. It is possible to have used all available media - newspapers, television, radio, etc., and still have alerted only a small percentage of the population. For an educational institution favorable word of mouth is the best advertisement. However, if a new program waits for this, it may die before it has any satisfied students who talk about it.

In South Plainfield, a massive publicity campaign was launched in August of 1977 to familiarize area residents with the new opportunity available for high school completion. Area residents were requested to voice their ideas and reactions to the proposed plan to establish a Non-Traditional Weekend Adult High School. The following is a brief description of publicity activities:

1. Staff members appeared on a local cable television station to discuss the Weekend Adult High School.
2. Local newspapers, such as the Plainfield Times, The Reporter, Courier News, Store News, Home News, News Tribune, Star-Ledger and PD Review, were contacted to ask for their cooperation. All the local newspapers printed press releases (See Appendix 5). Also local radio stations broadcast information about the adult high school (See Appendix 6).
3. Paid advertisements were designed and placed in the local newspapers (See Appendix 7).
4. Feature writers from the Woodbridge Times and The Home News interviewed the staff of the adult high school and wrote excellent articles about the program.
5. 200 posters were distributed throughout the area in stores, churches, industries, and other public places.
6. Information about the program was mailed to 200 local industries (See Appendix 8).
7. Many large local industries were personally visited to discuss with personnel directors industry's educational needs and to explain the new adult high school program.

Feedback from industry regarding the program was solicited and incorporated into the final structure of the high school (See Appendix 9).

8. 46 churches and synagogues in the area were contacted and their membership newsletters used to disseminate information.
9. Leaflets explaining the program were sent home with elementary school children.
10. P.T.A. newsletters carried information about this program.
11. Local libraries cooperated in distributing information.
12. Representatives of many local service organizations were contacted.
13. Staff members spoke at P.T.A., senior citizens and other group meetings.
14. The South Plainfield Adult School brochures featured information about the high school completion programs.
15. Letters were mailed to South Plainfield High School dropouts.
16. Staff members and two South Plainfield Adult High School graduates discussed the program on a radio talk show, "Side Line," on WERA in June.

In response to this publicity 400 adults have contacted us seeking help in furthering their educational goals. 150 of those adults enrolled in the Weekend Adult High School and 80 in the G.E.D. preparation program.

Contacts with Industry

Since many adults seek to further their education for job-related reasons, it is important to incorporate information from industry regarding needed skills into the adult high school completion program. Also since a better educated work force is of value to the industrial community, linkages between educators and industrial representatives should be fostered.

The South Plainfield Adult High School staff members visited many local industries to gather information as to what types of skills would make an adult more attractive as a prospective employee. Employment practices were discussed with personnel directors to determine what education on a high school level could do to enhance the adult's chances of employment or job advancement. What we learned was that besides good basic communication skills, industry prefers to hire people who have acquired specific job skills either in school or through previous employment. We also learned that an adult's previous work record is a major factor in obtaining employment. A high school education is a first step towards a career goal, but in order to secure employment the individual also needs a marketable skill. According to representatives from the local companies, skilled workers in areas such as welding and machine shop are very much in demand in the South Plainfield area. Other communities of course would have different needs. We were also told that lower level supervisory positions, such as truck loading dock manager and production manager, were hard to fill. Another skill which is in demand locally is fast and accurate typing. According to personnel workers many people claim they can type, but to find people who are accurate typists is difficult.

A publicity campaign must be carefully planned if it is to be effective. First of all the message to be communicated to the community needs to be formulated. Once the goals of the publicity campaign are established, all available community resources should be used. Media representatives who handle public service announcements should be identified and their cooperation solicited on behalf of the new program. Briefly, in planning a publicity campaign:

1. Formulate the goals of the campaign.
2. Determine which audience you want to reach.
3. Tap all community resources.
4. Solicit cooperation from as many people as possible.
5. Continue publicity perpetually through every available vehicle.

SECTION 2

STAFFING

Staffing an adult high school presents special problems. Since financial resources are generally limited, it is impossible to hire a full time staff. Therefore, all the teachers employed have divided loyalties and limited time. Also certified secondary school teachers frequently are not experienced working with adults. Teaching techniques and materials which are successful with adolescents are not always satisfactory with adults. "Kids" are a captive audience. They show their displeasure by rudeness and complaints. Adults are always polite, but they just will not return to class if what is offered to them is not what they want or need.

The South Plainfield Adult High School has a Principal, who is the Director of Adult and Continuing Education, and a Project Coordinator. These are two full time staff members. It was their responsibility to select a creative, certified staff of part-time teachers who would be able to carry out the goals and objectives of a non-traditional program. Many people were interviewed and 18 talented teachers were selected. We learned, however, that special difficulties arise when classes are scheduled on Saturday because teachers are not anxious to work on weekends.

There were several subject areas such as reading and psychology which were extremely difficult to staff. Not many people are certified to teach psychology. The applicants we had were psychologists, but they were not state certified teachers. Also reading specialists who have secondary school teaching certification are difficult to find.

The teachers employed by the South Plainfield Adult High School were given one semester work agreements which were contingent upon student enrollment. A minimum of seven people had to be enrolled in a course before the course would be offered. Teachers were paid $10.00 per hour which amounted to $400.00 per course since each class met for a total of 40 hours. There were no substitute teachers available. A teacher who was unable to meet a class had to make arrangements to make it up. Some subjects taught at different levels, such as English I and II, were combined in one class. Completion of the course objectives earned an adult 5 credits.

The teachers who taught classes during this first semester had to be very resourceful and creative. They were using course outlines as a guide which had not been used before and which sometimes were not appropriate to the needs of the adult learner. They had to field test their material and adjust it to their students. Teachers had to implement individualized programs which were suitable for people with varying levels of accomplishment. With continuous enrollment, which we permit, there is always someone new starting who is unfamiliar with the material. In some classes, such as speedwriting and bookkeeping/accounting, enrollment was closed at the mid-point of the course. It was felt that it would be too frustrating to the adult to start any later and have to catch up. In other classes, such as typing, enrollment was open until the end because a person would always learn something even if he/she did not learn enough to earn credit.

On the whole the staff did an outstanding job of tailoring and adjusting the goals of the program to specific student needs and objectives. Enthusiasm was high among students and staff. Teachers who had not worked with adults previously found it extremely rewarding to teach people who really wanted to learn. Students found the teachers helpful and enthusiastic. They were made to feel that they were the most important component of the program; that their needs came first. The greatest area of difficulty encountered was in teaching basic skills, such as reading, to adults who were unable to attend on a regular basis. Also, in some subject areas, teachers tried to cover too much material, so that students were overwhelmed.

When selecting a staff to work with adults it is extremely important to employ people who respect their students. Teachers of adults must realize that they are only one of the resource people available in the classroom. The other adults have a lifetime of experience which can enrich the learning process. Teachers of adults should be able to facilitate the interchange of ideas among their students. It is important to provide in-service training to teachers who are inexperienced working with adults.

Also, contact among staff members should be fostered so that they can share ideas and learn from each other. There are resource personnel available from the state office of adult high school completion who can assist in training teachers to work more effectively with adults. This is an area which was neglected in the South Plainfield Adult High School program. Among plans for the future top priority will be given to helping teachers work more effectively with adult learners.

SECTION 3

SCHEDULING AND MATERIALS

Counseling of students began in September of 1977 and classes started in January of 1978. During the individual counseling interview people were asked to indicate what time was best for them to attend class. Many people selected evenings and Saturdays. There were a few who chose weekdays, but not enough to run daytime courses. The following schedule of proposed classes was developed:

Saturday Morning (9:30-12:00)

Individualized Reading
Everyday Mathematics
English III, IV
U.S. History II
Chemistry
Speedwriting & Typing II
Bookkeeping/Accounting
Geometry

Saturday Afternoon (12:30-3:00)

English I, II
U.S. History II
Introduction to Physical Science
Biology
Algebra
Typing I

Monday Evening (7:00-10:00)

Drafting & Blueprint Reading
U.S. History II

Tuesday Evening (7:00-9:30)

Graphic Arts & Offset Techniques

Wednesday Evening (7:00-9:30)

Sociology

Thursday Evening (7:00-9:30)

Psychology
Consumer Education

Classes in English III and IV, Chemistry, Geometry, Introduction to Physical Science, Sociology and Consumer Education were not offered due to insufficient enrollment. Most of the students who enrolled the first semester needed work in United States History and in basic skills such as reading, English and mathematics, which left little time for more advanced course work.

The South Plainfield Adult High School classes are held in the South Plainfield High School, which is a modern open space facility. The adult program has the use of the laboratory facilities for science and reading, and of the shop rooms for drafting and graphic arts.

Since the teachers selected to implement the program were not hired until December and classes started in January, they were unable to order materials in advance. It was felt that it was desirable for the people who would be doing the teaching to select their own materials. Therefore, books were ordered after classes had started. It took approximately 2 weeks for the books to arrive. This meant that for two class periods teachers had to use their own materials. In some cases the same books were used as in the adolescent high school. This worked well in some areas such as drafting, but not as well in the reading program. Since the South Plainfield High School has a fully equipped reading laboratory, the existing materials were used with the adults. This is not a good idea since the interest areas of adults differ from those of adolescents. Also, since we had difficulty finding a qualified reading teacher, the one finally selected had no prior planning time to explore what materials are available for adults. She was hired on Thursday and started teaching on Saturday of the same week. For future semesters, the laboratory equipment will be used but special adult reading materials will be ordered.

Students were provided with books and materials in all the courses free of charge. They were lent the books which had to be returned at the conclusion of the course. A charge for books was considered but rejected due to the hardship this would create for some people in the program. Students who wished to keep their books were able to purchase them. For the future, a book deposit is being considered to insure that books are returned. At the conclusion of the first semester, most of the books were returned.

Teachers should be involved in selecting the materials which they will be expected to use. It is helpful to the smooth opening of school to have materials on hand in advance. Certain materials, such as chemistry materials, must be ordered a year in advance. Taking into consideration the importance of teacher involvement in material selection and the desirability of having materials available early, the ideal situation would be to know well in advance who is going to teach what course. However, when it came to a choice between ordering books which teachers might be uncomfortable using or not ordering in advance, we in South Plainfield decided to delay our orders. We found that the teachers were able to prepare useful activities for their learners until the books arrived. Since the first few sessions are basically spent exploring student knowledge of the subject area and drawing up objectives to be mastered to receive credit, the lack of formal materials did not greatly hamper the program.

At the conclusion of the first semester of classes scheduled on Saturdays data was collected on adult attendance on Saturdays. For adults who work all week, a full day of classes on Saturday, 9:00 a.m. to 3:00 p.m., is not convenient. Saturday is a day when they need to shop and fulfill other family responsibilities, such as taking their children to the dentist. Adults seem to like Saturday morning or weekday evening classes. Many of the adults who enrolled in 2 classes on Saturdays decided to drop one or attend each sporadically. For future semesters, most of the classes will be scheduled Saturday mornings and/or week nights.

SECTION 4

RECORDS

Students when they enroll in the South Plainfield program fill out a brief application included in Appendix 10. Then when the counselor and student get together for the intake interview the counselor fills out the form included in Appendix 11. During the program planning stage the counselor and the adult fill out the Individual Program Profile form included in Appendix 12. Since all experience to earn credit must be verified by letter or certificate, these papers are kept in a student folder together with all other student forms. At the conclusion of each course teachers fill out student records showing the present status of each person enrolled in the course by marking "P" for pass, "I" for incomplete and how many credits the person earned. This student record form is shown in Appendix 13. A transcript of the student's entire program plan is filled out at the end of each semester. This transcript form, included under Appendix 14, specifies for what past experience the adult was awarded credit and how the adult earned credit. Also standardized test scores are included on the transcript. When a follow up study of graduates is done, the information will become part of each student folder.

Since adults establish their own pace for program completion and can stop and resume when ready, it is important to keep careful records of each student's status. Otherwise, each time an inactive adult wished to resume the program, it would be necessary to start the whole process, which would be wasteful.

Transcripts

Since high school credit is accepted in full from all accredited high schools, it is necessary to obtain a transcript from the adult's former high school. At the first counseling interview the student fills out a transcript request form (See Appendix 15) which is mailed to the high school. Credit is awarded on the basis of courses passed. Five credits are awarded for any course which meets five class periods per week for a full school year and 2½ credits for a course which meets 5 class periods per week for half a school year. Any clarification needed regarding course credit is solicited from the student's former high school.

Register of Attendance

In order for the adult high school to be eligible for New Jersey state aid, a register of attendance must be maintained. The register book may be obtained from the county superintendent's office. Directions for keeping it are included in the register. State aid is based on the figures in the register, which must be carefully maintained since it is a legal document. In the South Plainfield Adult High School, we had 149 adults in the daily register and 8 in a separate register for Independent Study students. The regulations governing register procedures for independent study are not completely clear. The way we understand the procedure is that each person involved in independent study keeps a log of the day, date and time devoted to any learning activities. This log is used as a basis for recording the student's attendance. Since the non-traditional adult high schools are a fairly new concept in New Jersey, certain legal mechanisms have not been fully clarified. They are in the process of being formulated and interpretated. Any questions relating to legal procedures can be directed to the Office of Adult High School Completion in Trenton.

PART IV

ASSISTING ADULT LEARNERS

Section 1. Counseling, Testing and Program Planning
2. Student Profiles

SECTION 1

COUNSELING, TESTING AND PROGRAM PLANNING

In a non-traditional adult high school program, counseling is of crucial importance since the entire program is based on data generated through the counseling process. The format and atmosphere of the initial contact are very important because they frequently determine if the adult will continue in the program. Adults often want to complete high school desperately but feel unsure of themselves in an educational setting. Frequently they are people who have had little prior academic success. They are fearful to try again because they feel they will fail again. The initial contact the individual has with the adult program must provide enough reassurance so that the adult will have the confidence to continue.

For the adult in a non-traditional high school program, counseling is pivotal to the overall program plan. The adult needs to thoroughly explore his/her background and future goals in order to make realistic plans. Adults who do not have high school diplomas frequently feel that they do not know very much. Since the non-traditional adult high school gives credit for prior, non-formal learning, the counselor and learner must spend sufficient time together to explore all possible areas of competence.

In the South Plainfield Adult High School we counseled 400 adults between September 1977 and July 1978. We will describe our counseling procedures and some ideas we have gleaned from the experience of counseling these adults (See Appendices 16, 17, 18).

Initial Contact

When an adult who is interested in high school completion contacts us, the Project Coordinator takes the call. Initially the telephone conversation was brief and a counseling appointment was arranged. It was found, however, that many people were failing to keep their counseling appointments. When exploring this unhappy state of affairs, we discovered that people were fearful of counseling. They had conceptions of counselors as "shrinks" and were hesitant to see one. To alleviate this situation, the Coordinator started spending a longer time on the telephone with the adult prior to arranging a face-to-face appointment. During this telephone conversation as much of the program is explained as the adult seems interested in hearing. Then the adult is given the opportunity to ask questions. The role of the counselor is fully explored. The adult is clearly and at length told for what purpose he/she will meet with the counselor. We have found that adults are keeping their counseling appointments more often now that they more fully understand the reason for the counseling.

When the counselor and student meet, the counselor uses a counseling form as a basis for the interview. However, it is important to set a relaxed, non-formal atmosphere. The adult must be given the opportunity to voice fears and concerns. The adult is more likely to do this if the counselor does not start filling out or referring to forms immediately. This first interview is kept as informal as possible. The objectives of this first interview are:

1. To get acquainted.
2. To provide the adult information about the program.
3. To explore the adult's background for the allocation of experiental high school credit.
4. To gauge what the adult lacks in basic skills.
5. To explore future plans, especially related to work and further education.
6. To discuss the different options for high school completion. (The selection of a high school completion option is not encouraged at this first meeting. The adult is advised to think about the different options.) The different options for high school completion which are explained during the first interview are the three options available from the state for the New Jersey Equivalency Diploma and the South Plainfield Adult High School Diploma. The different state options are:

Plan I - Any adult who has earned 80 high school credits as shown on an official high school transcript including U.S. History I and II is entitled to get a New Jersey Equivalency Diploma. Lacking credits can be earned by passing subject area tests available from the state.

Plan II - Any adult who has passed 24 college credits as show on an official college transcript is eligible for a New Jersey Equivalency Diploma.

Plan III - Any adult who achieves a total of 225 points on the G.E.D. test with no less than 35 on any of the sub-tests is eligible for the New Jersey Equivalency Diploma. Many people are unaware of the existence of Plans I and II even when they are familiar with the G.E.D. route to the equivalency diploma. One of our counseling goals is to make adults aware of all existing educational opportunities.

At this first interview the adult is told that in order to receive the South Plainfield Adult High School Diploma he/she must demonstrate an acceptable level of competence in communication and computation skills. This competence is measured by the Adult Performance Level (APL) Survey. If the adult knows what gaps exist in his/her basic skills, no testing is done at this time.

If the adult is uncertain, an appointment for testing is made where the Reading Comprehension section of the Test of Adult Basic Education (TABE) is administered. The appropriate level of the TABE Reading Comprehension section is based on a locator test which is given prior to the TABE. Also, diagnostic tests in English and mathematics, developed by the Keane State College Adult Education Resource Center are administered. The results are discussed with the student. We have found that the majority of adults we have worked with know where their deficiencies are and what they need to study. On the basis of either self evaluation or test results, adults select their areas of study.

The APL Survey Test measures knowledge and skills that are relevant to everyday life. This test measures five content areas: Community Resources, Occupational Knowledge, Consumer Economics, Health, and Government and Law. Simultaneously, the APL Test measures five skills: Identification of Facts and Terms, Reading, Writing, Computation and Problem Solving. The test is designed to assess functional competency. The ratings generated by this test are Below Average, Average and Above Average. An adult's level of reading and math skills do not have to be superior in order to achieve a satisfactory score on this test. The adult just has to know enough to be able to cope with everyday demands in our society. This test was administered towards the end of the first semester. The adult to qualify for our diploma must achieve at least an average score on the total survey and average scores in Reading, Writing and Computation.

Obviously adults need different levels of basic skills depending on what they plan to do. For example, a person who reads on a 7th grade level may be able to function in everyday life, but will be handicapped in pursuing further education. Therefore, it is the counselor's task to help the adult identify what level of skill he/she will need to achieve his/her goals. In the South Plainfield program the only required courses are United States History. All other study is based on what the adult wants and needs. For example, an adult may be reading on a 10th grade level but wants to improve this skill. The adult then would enroll in an individualized reading course.

Program Planning

Adults in the Weekend Adult High School play an active role in their educational planning. They have the maturity to analyze what skills they need to live and function more effectively. They do not need a counselor to tell them what they should study. They need a counselor who can help them clarify goals and identify skills needed to achieve their goals. In the program planning stage, the adult selects, with the assistance of the counselor, a suitable option for high school completion. This is usually done at the second interview.

In South Planfield the Adult School offers G.E.D. Preparation classes and the Weekend Adult High School Program. Adults select the more suitable program or start with a combination of both programs. If neither of the programs available in South Plainfield serves the adult's needs best, the counselor assists the adult in locating a suitable program. For example, if an adult wants to prepare to take the G.E.D. Test and prefers daytime classes, a learning center which is open days is recommended. Also any adult who meets the requirements for the equivalency diploma under the state's Plan I or II is given help in filing for this diploma. Since the Adult High School gives credit for all course work completed at accredited high schools, it is very helpful at the program planning stage to have the adult's high school transcript. In South Plainfield we have the adult fill out a transcript request form at the first interview and mail it to the high school. The process is speeded up when the adult contacts the high school by phone or personally goes to the high school to pick up the transcript.

In order to evaluate how much credit the adult has, the counselor must gather complete background information. If the adult has little prior credit and good academic skills, the G.E.D. Test is the fastest (but not always the most appropriate) way to high school completion. If the adult has substantial prior credit and/or if the adult wants to acquire specific skills such as office skills, the adult high school is a better choice. Some people prefer a high school diploma because they think it is more valuable. It should be explained to the adult that the equivalency diploma is widely accepted by colleges, government and industry. Their decision in selecting an option of high school completion should not be based on the misconception that the equivalency certificate is inferior.

Adults enter high school completion programs with mixed and varied motives. If, as is often the case, the adult is tired of unskilled jobs and wants a different career, it is crucial to try to set a long term goal. A high school diploma alone will not open the doors to a different job for someone who has been a factory worker for 20 years. In order to find more rewarding employment, the adult will have to acquire a marketable skill. A counselor can help the adult formulate a long range career goal which is based on interests, background and a realistic appraisal of opportunities. For example, a woman who is 45 years old and has worked as a waitress all her life probably does not have the option of becoming a brain surgeon, even if an interest inventory indicated this is what she would like. The obstacles to accomplishing such a goal would be many and formidable. It is not the counselor's place to curtail the adult's dreams. However, it is the counselor's responsibility to help the adult make feasible plans.

After long range goals have been formulated, the adult and the counselor are ready to plan a program of study. We make clear to the adult that changes can be made in any plan formulated. A plan of study is only in effect as long as it satisfies the student. The adult sets his/her own time frame which can be adjusted as necessary. A semester plan of study is established with tentative plans for total high school completion.

After our experience in counseling adults this year we have found that many adults, being anxious to earn a high school diploma as quickly as possible, want to take on a heavy burden of study. At this point a counselor should review with the adult the time commitment necessary to fulfill the educational plan. If the adult feels that he/she is able to carry a heavy burden, the counselor does not discourage him/her. After making sure that the adult understands what the plan entails, the counselor just monitors progress and is ready to change the educational plan if it proves to be too much of a burden. It is important to emphasize that the adult learner is mature and responsible enough to be the final judge of what he/she can do. It is the counselor's role to explain options, clarify requirements and help structure a plan. It is also the counselor's role to follow up frequently to make sure the program of study is satisfactory. At times, adults who have taken on too heavy a burden become discouraged and just want to forget about the whole thing. The counselor needs to help at this point to change short range goals and fit them into a longer time frame.

Follow-up Counseling

Follow-up counseling is very important in the Weekend Adult High School. Since attendance in class is not mandatory to earn credit in a subject area, a counselor must constantly review with the adult the mode of learning and how credit will be earned. For example, someone desiring credit in Everyday Mathematics may attend classes to accomplish learning objectives. However, this same individual who for various reasons may be unable or unwilling to attend classes may still earn credit by working toward his/her learning objectives at home. The counselor's role is to monitor progress, provide encouragement and suggest alternate options when needed.

Our follow up of student attendance has indicated that there are many reasons why adults cannot attend classes. Among the frequently given reasons for absence are illness of self or family members, lack of transportation, lack of baby sitters and changing work schedules. Although none of the adults verbalized "discouragement" as a reason for absence, this can be an underlying cause of missing class. Adults do not like to complain about their classes. They tend to feel that they do not know enough to evaluate their instruction. When a learning activity is not suitable for them, they just do not attend. At this point the counselor's careful follow up may elicit feelings of discouragement and adjustments in the program of study can be made. Counselors, by being readily available, can iron out difficulties before they become insurmountable. Also, when an adult has missed several classes, he/she is reluctant to return for fear of being too far behind to succeed. Counselors can provide reassurance that help will be available.

Since the role of the adult counselor is central to overall program development in the non-traditional adult high school, this role must be clear. The therapeutic model of counseling does not apply to the adult program. Adult schools are not financially equipped to provide this type of psychological counseling nor do most adults require or want this service. Adults who require or desire psychological counseling should be referred to appropriate local mental health agencies. Also, an adult counselor must be careful not to make decisions for the adult. The adult counselor's role in a non-traditional high school completion program is to provide the following services:

1. Clarification and formulation of long range and short range goals based on background, aptitudes and interests.
2. Exploration of the adult's background experience which can earn high school credit.
3. Assisting the adult in choosing an appropriate option for high school completion.
4. Assisting the adult in formulating a suitable program of study.
5. Follow up to insure satisfaction with the program of study selected and to make adjustments when needed.
6. Providing constant encouragement.
7. Testing as needed.
8. Making referrals as necessary to health and social service agencies.
9. Providing information and guidance concerning further education and career opportunities.

Career Counseling

Many adults in high school completion programs want to change careers. They are tired of unskilled jobs which do not provide them with a satisfying life style. They view the high school diploma as the key to a better job. Counseling is important at this stage to help adults discover where they can acquire the education needed to obtain a better job. The counselor and adult need to explore postsecondary educational opportunities available in the area. The adult must realize that although a high school diploma is a necessary first step in a career preparation process, it generally is not enough to qualify him/her for the more desirable jobs. The adult also must realize that a high school diploma is the minimal level of education that employers will accept for certain jobs, but that a specific skill is normally required in order to be a desirable employee. It is important to educate adults to the opportunities available to them through government financial aid programs. Most adults have some idea of a career they would like to pursue, but lack knowledge of how to prepare for the chosen career.

As one of its career guidance activities, the South Plainfield Weekend Adult High School held a career night where representatives from various colleges, technical schools and business schools explained their programs to the adult audience. (See Appendix 19). The representatives were requested to review entrance procedures, financial aid and basic programs. After these representatives explained their programs and procedures to the whole group, we broke up into interest areas. At this time adults dealt with specific programs they were interested in exploring. Individual career counseling appointments are continuously available to assist adults with their career plans.

Counseling is a crucial component of adult high school completion since the success of the whole educational plan hinges on it. Therefore, the counseling process must be carefully structured and carried through so that maximum utilization is made of the counselor's time. Not all of the components of a successful counseling service need to be performed by professional counselors. For example, testing and follow-up counseling can be done by other staff members such as teachers. Careful plans should be made so that each phase of the counseling program is assigned to staff members who know what to do and how to do it. A successful counseling service cannot be an afterthought where people perform tasks when and if they have time. Specific goals and guidelines must be formulated and people designated to carry them out. A well structured and implemented counseling program which is an integral part of the whole adult high school completion program provides reassurance and continuity for the adult learners.

SECTION 2

STUDENT PROFILES

Who are the people who seek high school completion? In our experience in South Plainfield, these people do not fall into any particular category. They are men and women; they range in age from 18 to 60 plus; they represent every ethnic, racial and religious group found in our society; their social and economic status varies - some are well-to-do and some very poor. Why do these people want a high school diploma? Motivation is mixed and varies from individual to individual. Generally they want a high school diploma for self satisfaction, family satisfaction, entrance to higher education, career reasons or some combination of these factors.

The following vignettes describe several students who graduated in 1978. They cannot be labeled as being typical of high school completion adults because we have found so far that there is no such thing. There are, however, two characteristics that these people have in common. Namely, they lack a high school diploma and they are strongly motivated to earn one. The reasons for not having completed high school previously differ greatly from individual to individual.

Ann

Ann is a woman in her fifties who wanted a high school diploma because she wants to be a nurse. She is a homemaker who would like a career now that her children are grown up. Ann missed passing the G.E.D. by 2 points. Combining the 25 credits she received for the G.E.D., 50 from her former high school and 10 for homemaking gave Ann a total of 85 credits which is 5 more than needed to qualify for the South Plainfield Adult High School diploma. However, Ann needed U.S. History I and II which she fulfilled by course work and independent study. Ann also elected to take Biology and English to further her career goals.

Howard

Howard is a man in his fifties who dropped out of school in 8th grade. He has been a skilled laborer all his life and would like to get a real estate salesperson's license when he retires. Howard took the G.E.D. test three times and each time missed passing by 3 or 4 points. Howard received 30 credits for an apprenticeship, 10 for military service, 25 for the G.E.D. test and 10 for work experience. To receive his South Plainfield Adult High School diploma he needed to fulfill his U.S. History requirement which he did by course work and by examination and he needed to work on basic skills in mathematics, which he did by completing the Everyday Mathematics course. Howard plans to take the real estate salesperson's examination soon. For Howard, who has been trying to earn a high school diploma via the G.E.D. route for the last five years, receiving the South Plainfield Adult High School diploma is the fulfillment of a long desired goal.

John

John is a man in his early twenties who is tired of low paying jobs. John had 55 credits from his former high school and received 10 credits for work experience. He had taken U.S. History I in high school so he only needed U.S. History II to fulfill the history requirement. John earned 15 credits he needed by taking courses in English, individualized reading and U.S. History II. After receiving the South Plainfield Adult High School diploma, John enrolled in a community college to pursue studies in Commercial Art and Merchandising.

Kathy

Kathy is a woman in her late fifties who is retired. She worked for many years and raised a family. Now she had the opportunity to do what she had always wanted to do - earn a high school diploma. Kathy was interested in earning the South Plainfield Adult High School diploma, but since she enrolled in September 1977 and the high school program was not as yet available, she attended the G.E.D. classes. She took the G.E.D. and passed with a very high score. When the South Plainfield Adult High School opened in January 1978 Kathy only needed U.S. History I and II to receive that diploma since she had 60 credits from her former high school and 25 from the G.E.D. Kathy fulfilled the history requirement by taking a course and by independent study. She enjoyed this experience so much that she has become a history buff and is continuing her studies on her own.

Henry

Henry is a man in his thirties who has a good job as a car mechanic but wanted a high school diploma for self and family satisfaction. Henry dropped out of high school after completing the 9th grade. He had 30 credits from high school, 25 credits from various training courses he had taken over the years in automobile mechanics and he received 10 credits for work experience. To fulfill his U.S. History requirement he joined two other students in an Independent Study Project that focused on the history of South Plainfield. This project involved him in new and interesting experiences such as visiting churches and graveyards, researching old records and using library sources. He had never done any research before, so this was a totally novel way to study for him. He enjoyed this type of research so much that he joined the local Historical Society and plans to continue his involvement. Henry also took a Graphic Arts course to reach the 80 credits needed to receive the South Plainfield Adult High School diploma.

Harriet

Harriet is a woman in her late forties who has done onerous factory work all her life and would like an office job. Since her family is now raised, she felt she could take advantage of the opportunity to continue her education. Harriet had 45 credits from her former high school and 10 credits for work experience. She earned 12½ credits by passing examinations in English, Everyday Mathematics and U.S. History I. She earned 15 credits by taking courses in U.S. History II, Bookkeeping/Accounting I and Typing I. Although she received her South Plainfield Adult High School diploma in June 1978, Harriet plans to return to the adult school in the fall to acquire the skills she needs to obtain an office job.

Jennifer

Jennifer is a woman in her thirties who is a wife, mother and businesswoman. She always regretted not completing her high school education. Her main reason for wanting a high school diploma at this time was to show her children how important education is to their future. She does not want her youngsters "dropping out" the way she did. Jennifer fulfilled her requirement in U.S. History, which was all she needed to graduate since she had 85 credits from her former high school, by writing an excellent research paper on the early explorers of the American continent.

Harry

Harry is a man in his late twenties who was able to change jobs as a result of his studies. Since Harry had 65 credits from his former high school, and received 10 credits for work experience and 5 credits for a technical training program, he only needed to fulfill his U.S. History II requirement to receive the South Plainfield Adult High School diploma. Harry scored Above Average on the A.P.L. so he did not need to do any further work in basic skills. He fulfilled his U.S. History II requirement by taking a course in it. Harry feels that the class stimulated his intellectual interests and he plans to continue his education.

Susan

Susan is a woman in her forties who earned both the New Jersey Equivalency Diploma and the South Plainfield Adult High School diploma. Susan needed to earn 25 credits to qualify for the high school diploma. Through classwork and independent study, Susan earned 30 credits in one semester besides holding a full time job in a hospital. Susan plans to go to college to become a social work aide.

Carl

Carl is a man in his early twenties, who tried to get his equivalency diploma on three different occasions. Each time he missed achieving a score of 225 by only a few points. The adult high school gave him the opportunity to reach his desired goal. Between the credits he had from his former high school and those from the G.E.D., Carl had more than enough credit to qualify for the South Plainfield Adult High School diploma. He only needed to fulfill his U.S. History II requirement, which he did by taking a course in it. Carl has not made any future plans yet because he was unable to believe that he actually would be a high school graduate.

While each of the graduates is different from the others in many respects, all of them through their own efforts have taken a major step toward a more fulfilling life. They are alike, too, in that prior education and work experience brought them very close to satisfying the requirement for a high school diploma. There are millions of American adults in the same situation. Flexible, performance oriented adult high school completion programs like South Plainfield's have the potential for changing their lives too.

PART V

LOOKING AHEAD

Section 1. Financing
2. Consolidating the Program
3. Problems and Issues

SECTION 1

FINANCING

The South Plainfield Adult School had been exploring the possibility of establishing an adult high school for five years. A $10,000 budget request for the establishment of the school in the 1976/77 school year was cut by the Board of Education prior to the final passage of the school district's budget due to fiscal problems. The $10,000 request was approved by the Board of Education for the 1977/78 school year. The state 309 grant amounted to $34,000 and an additional $10,000 was transferred from other adult education accounts to make the total operating budget $54,000 for the design and implementation of the non-traditional adult high school.

1977/78 Budget Narrative

Personnel -

The Director of Adult Education became the Principal of the Adult High School and one fifth of his salary, or $5,000 of local funds, was budgeted for this purpose.

A Project Coordinator who came from a guidance background was hired at $16,000 of which $12,000 was state money, $4,000 local money. The coordinator counseled extensively which reduced the money that was necessary for counseling.

Three part-time counselors at $10 per hour provided 121-3/4 hours of counseling for $1,217 of state money.

Since the classes began in January, 15 teachers were hired for one semester at $10 per hour for $4,000 state and $1,880 local money.

A design and evaluation consultant was employed throughout the project to provide an ongoing formative evaluation based on a systems discrepancy model. The consultant services were invaluable at $2,200 of state money.

Curriculum consultants were employed in the summer of 1977 in reading, English, mathematics, science, history, business and industrial arts areas for $3,333.33 of state money.

Independent study monitors were hired at $8.00 per hour in history and English for a total of $720 of state money.

Secretarial services needed were more than anticipated and $5,000 was spent, of which $3,000 was state and $2,000 was local.

Benefits, including social security for all employees and hospitalization for the Project Coordinator, cost $2,500 of state money.

Non Personnel Cost -

The local high school administration and area coordinators gave valuable assistance in lending text materials and other non-consumable supplies. The reading laboratory in particular at the high school is well organized and supplied and is made available to adult high school students. Instructional supplies, including all text purchases and other supplies, cost $2,500 of local money. Consumable supplies, in particular Xeroxing, ran $500 state money. Postage for materials and this manual cost $800 of state money.

All indirect costs of operating the Weekend Adult High School including heat, light, custodial services, etc., were calculated at $4,000 of which $2,000 was state money and $2,000 local.

Advertising in many newspapers was $800 of state money. Travel was $100.

The total cost of the project was $54,000, of which $34,000 was state money, $20,000 local money.

State Aid

State aid is available for adult high schools in New Jersey, but the aid is distributed two years after it is generated. This means that the aid that was generated for the 1977/78 school year is released by the state in the 1979/80 fiscal year. The aid is not categorically identified for the adult high school, but is a part of the total state aid package to the local school district. The principal of the adult high school can meet with the office of accounting for state aid at the State Department of Education once the state aid has been finalized for the fiscal year and identified as the exact amount of state aid for the adult high school.

The two year delay in state aid is a handicap for some districts starting an adult high school program since local tax money must be raised for the purpose and is a part of the school district's spending "CAPS."

The state aid when realized could be very substantial and will underwrite the bulk of the adult high school's budget, depending upon the district. The amount of state aid differs drastically from district to district. To obtain the state aid the adult high school must be state approved and maintain a register of attendance. The state aid formula is based upon the number of possible days of attendance for each adult high school student.

Registers are not designed in light of the adult high school, so the processes for maintaining the register took many hours to devise. The register for the adult high school must be submitted to the county and state with all the day school registers and we are awaiting the state's review of the register so that any changes recommended can be implemented.

South Plainfield is a minimum aid school district, so state aid in most other districts would be substantially higher. The approximate state aid generated for the January through June semester for South Plainfield was $16,650.

1978/79 Budget

The non-traditional adult high school is firmly established in South Plainfield. The budget for the adult high school will be $36,200 which will consist of local tax money and tuition. Tuition is not charged for South Plainfield residents and non-residents will pay minimal tuition.

The district will begin receiving state aid in the 1979/80 fiscal year and this aid will be reflected in the budget for that year. County and state CETA organizations have recognized the value of the adult high school for their training programs. A substantial CETA proposal has been submitted by South Plainfield to Middlesex County CETA; if accepted, these funds will allow the district to vastly expand the adult high school program to service a much greater proportion of the undereducated adult population in Middlesex County.

SECTION 2

CONSOLIDATING THE PROGRAM

As the first semester of South Plainfield's Non-traditional Weekend Adult High School came to an end, there were 46 adults who were eligible for their high school diplomas. Most of these adults needed to earn only a few credits to reach 80, the graduation requirement. Almost all the adults who enrolled lacked U.S. History II. Presently in New Jersey U.S. History II is a junior or senior year course in high school. Before 1960, high school students in New Jersey generally took other history courses. Therefore, there are many adults who have 80 high school credits but do not qualify for the New Jersey Equivalency Diploma under Plan I because they lack 10 credits in U. S. History. Most adults are not aware of this option of acquiring an Equivalency Diploma. Also New Jersey will issue an Equivalency Diploma to any adult who earns 24 college credits, and there are colleges which will take students without high school diplomas. Again most people are not aware of this opportunity. What our program has attempted to do and will continue to emphasize is fostering adult awareness of what is available for them. We plan to continue and expand our publicity efforts through the local media. The community is beginning to become aware of our services and we are receiving phone calls from adults who simply want some advice or clarification. Some of these phone calls are from people who already have high school diplomas, but who do not know where to go from there. We refer people to appropriate agencies. When we are not familiar with where the adult can receive help, we research it until we can provide the necessary information. We hope to continue providing information and assistance to any adult in the community who requires this service.

The students in our program were asked to fill out course evaluation forms for the purpose of strengthening the program. (See Appendix 20). People praised the teachers for their enthusiasm and willingness to help. A few students felt that the English course did not concentrate enough on basic writing skills. They thought the literature discussions were interesting, but felt that they needed more drill in grammar and spelling. One student who worked independently in English compiled a fascinating glossary of words pertaining to her medical field. Some of the students who were involved in the study of U.S. history either in class or in independent study were thrilled with how interesting the subject can be. Since the purpose of the study of U.S. history is to develop more aware American citizens, how to study was emphasized rather than factual information. People were amazed that history could be studied without memorizing dates and names. The adults also felt that their age made them more interested in history than they had been as adolescents; they now realized they had a stake in the democratic process. Taxes mean a great deal more to someone paying them than to a child. The adults were encouraged to select topics they were interested in and to participate in local civic affairs. Three students who worked together joined the local historical society and researched the South Plainfield community. They visited churches and graveyards, researched old records, spoke to South Plainfield old-time residents and did library work. For the future we plan to encourage more people to become involved in their community institutions to fulfill the U.S. history requirement. Two key goals of the U.S. history program are to help people become self-directed learners and to acquaint them with community resources.

Among plans for next semester is to give the A.P.L. test towards the beginning of the semester rather than in the middle. This change will enable people who lack certain basic skills to work on them all semester and to attend classes where needed. We plan to continue to stress the weekend option on Saturdays, but to give people a choice of attending weekday evenings. We are working on making our English program more adult oriented than last semester. The English course outline is being revised and new learning objectives drawn up. We will then also revise our English tests. The Adult High School will offer the same courses in the Fall 1978 as in the Spring 1978 semester, adding a more advanced course in Bookkeeping/Accounting and in Speedwriting.

Because a student enrolled who was eligible for Veterans benefits if he attended a Veterans-approved program, the Adult High School applied to the Veterans Administration for program approval. Many papers need to be filled out to complete this process. To start the procedure in New Jersey one contacts the Department of Education, Division of Vocational Education in Trenton. They provide assistance in filing the necessary papers. The South Plainfield Adult High School was recommended for approval on May 22, 1978 and approved in June, 1978.

In its first year the South Plainfield Adult High School assisted its students in making future career plans and helped them apply for further education and training. However, not much was done in terms of helping people get jobs. We have worked with the students on how to go about finding a job: Newspaper advertising, employment agencies, drawing up and sending resumes, and talking to friends and acquaintances about job possibilities. We have also worked with certain students on how to handle interviews. For the future plans are being made to form closer links with industry to provide job placement assistance for students.

At this point the organizational aspects of the South Plainfield Adult High School are codified. It has been determined what information is needed from and about each student. Records of all counseling, testing, course work and current student status are kept on file. A student transcript is available for every student specifying exactly how the student earned high school credit.

On June 14, 1978, 46 students received their South Plainfield Adult High School Diplomas and 20 their New Jersey Equivalency Diplomas at a festive ceremony attended by over 300 friends and relatives of the graduates. For many of these people it was a long desired goal finally reached. A student follow up will be conducted in the fall to determine where these graduates go from here.

SECTION 3

PROBLEMS AND ISSUES

Basic Diploma Requirements

In New Jersey to be eligible for a high school diploma an adult needs to have completed 80 high school credits including U.S. History I and II. Adolescents in the South Plainfield High School in order to receive a high school diploma must complete a minimum of 100 credits which include 4 years of English, 3 years of history, 4 years of physical education, 1 year of science and 1 year of mathematics. When establishing standards for awarding the South Plainfield Adult High School Diploma, the dilemma faced was should these standards be similar to those of the adolescent high school or should they completely reflect adult learning needs? After lengthy and thought-provoking debate the Design Team recommended that since adults differ greatly from adolescents as learners and have totally different time commitments and responsibilities, the adult high school diploma requirements should fully reflect adult needs without excessive concern with practices of the adolescent high school. The Design Team recommended, and the South Plainfield Board of Education approved, 80 credits, the state minimum, and no other but the state-required U.S. history courses as a requirement for the South Plainfield Adult High School Diploma. This decision not to prescribe courses for adults was based on the desire to make the education available as individualized as feasible. It was felt that since adults go to school because they want to and not because someone mandates that they do so, they have the motivation and maturity to select what they want and need to study. With the assistance of an educational advisor adults are capable of formulating their own, individual plan of study which best serves their needs and career goals.

Minimum Competency Requirements

There is continuous controversy in education as to what the high school diploma should certify. Should all high school graduates read on a certain grade level or not receive a diploma? Since there are no specific achievement levels required for adolescent high school graduates in New Jersey, is it fair to require adults to meet certain grade level standards in basic skills? The debate is endless and no final answer is possible. Every program has to deal with these questions. Non-traditional adult high schools are particularly vulnerable because they are new. When awarding high school credit in an innovative fashion it is important to articulate some sort of basic competency standard if only to earn credibility. Adults and the program will not benefit from having a high school diploma which becomes a joke in the community. MAECOM and the Parsippany/Troy Hills non-traditional adult high schools have opted for a 10.5 reading level as a graduation requirement. In the South Plainfield Adult High School a decision was made against using a standardized achievement test to measure reading skills. We chose instead to assess functional competency by using the A.P.L. Survey Test, which provides a measure of ability to cope with real-life demands that involve the application of basic skills. Other measures of adult competency in communication and computation skills are being reviewed.

How much life/work experience credit? For what kind of experience?

The decision to award high school credit for work experience, apprenticeship, military service and formal education is easily justified. These adult experiences were quickly accepted by the members of the Design Team as learning situations which were fully worth the maximum state-allowed credits. The difficulty with awarding credit for experiential learning arose in connection with expertise acquired informally in areas which are not traditionally considered academic.

Does any kind of expertise qualify for high school credit? This is a more difficult question to grapple with than it may seem. In the modern adolescent high school courses are available in many areas far removed from the strictly academic disciplines. Youngsters earn credit for such courses as "Bachelor Living" and "Macrame". Whether the same five credits should be earned by passing "You and Your Family" as are earned by passing chemistry is a frequently debated issue. Are certain areas of learning more significant than others? Possibly so, but there is no consensus among educational leaders as to what should constitute a high school education. They all tend to agree that high school graduates should be able to read, write, compute and be familiar with the history of their country. Beyond that, opinions diverge sharply as to what level of competence the high school graduate must attain and what other subjects are appropriate. Some educators maintain that all subjects are equal in value whether they be carpentry, algebra or flower arranging. This lack of consensus makes it very difficult to decide what experientially acquired adult competence is worthy of credit. Again, some adult educators insist that virtually any knowledge or skill is worthy of high school credit and some want to limit credit to recognized academic areas. In South Plainfield, for this year, evaluation of experiential learning has been limited to skills and knowledge which have some relation to courses taught in the adolescent South Plainfield High School.

Another controversial issue in adult education is how much credit towards a high school diploma should be available via the non-traditional routes. What about the individual who has enough life experience credit to qualify for a high school diploma without doing any additional course work? Should there be a limit on the total amount of life experience credit an individual can be granted or a requirement that some course work be taken to earn a diploma? After some debate, South Plainfield decided not to impose limits on credits that may be earned through non-traditional means. Thus, any adult whose prior formal education and experience qualify him/her for award of 80 high school credits, including 10 in U.S. history and who can demonstrate a satisfactory score on the Adult Performance Level (APL) Survey, is eligible for the South Plainfield Adult High School diploma. Likewise, an adult may earn an unlimited amount of credit by examination. Since all the tests developed thus far are in subject areas which are offered in the adolescent high school, any adult who earns credit by passing these tests has qualified in the same educational domain as the adolescent South Plainfield High School graduate. At present the adult high school is considering the issue of whether it should award credit for demonstrated competence in subject areas which do not directly parallel high school subjects taught at the adolescent South Plainfield High School and if so how to structure the assessment process. This is an issue which has not yet been settled. The Design Team was divided and could not reach closure on criteria that could be applied to determine what knowledge and skills are worthy of high school credit.

Guidelines and Procedures for Independent Study

To successfully study independently a person has to be motivated, well organized and possess the needed basic skills in reading and writing. An undereducated adult whose reading is substandard will have difficulty with independent study. However, there are many adults who lack high school diplomas whose basic skills are excellent and who have read widely. For adults who have educated themselves over the years, independent study is a desirable way to fulfill learning objectives because with some direction from an expert they can successfully channel their existing skills into other, unfamiliar fields. It is important for the adult learner and the counselor to carefully explore the complexity of independent study so that only people who have the capability of successfully accomplishing independent work become involved in it. Adults who need work in basic skills such as reading and English should be encouraged to overcome these handicaps prior to becoming involved in independent study projects. Most adults in a high school completion program in order to successfully carry out independent study need careful guidance and direction. This can be an exciting and challenging or frustrating and discouraging route for adults. The outcome partially depends on the adult's level of skill and motivation, but mainly on how the program is implemented. In order to be rewarding, independent study should be carefully structured to include proper guidance, direction and follow up from beginning to end.

Attendance

Attendance in classes for adults cannot be compulsory. They attend because they want an education. The problematic issue relating to adult attendance is that frequently adults have pressing personal reasons which preclude their coming to class. In the South Plainfield Adult High School almost one third of the adults enrolled were absent during each class session. Careful and continuous follow up via telephone or letter indicated that people were absent because of illness of self or family members, lack of transportation, pressures of work, changing work shifts or other adult responsibilities. In some cases people were able to achieve learning objectives at home. However, the most educationally handicapped adults, who were also the poorest and most hampered by outside pressures, were unable to achieve their learning objectives at home. People who lack basic skills in reading, mathematics and English need extensive instruction to master these subjects. Therefore, sporadic attendance in their case leads to discouragement and lack of progress. Although constant follow up and encouragement did help certain adults complete their studies, no effective solution was discovered to alleviate the irregular attendance of many educationally and economically handicapped individuals.

CONCLUSION

Grateful thanks are due to many people who unselfishly shared their expertise and ideas in helping us create the South Plainfield Weekend Adult High School. Since we have benefited from the expertise of longer-established adult programs, we would like to share our experience with others. We invite anyone involved in the complex task of establishing an innovative adult high school to freely call upon us for assistance.

APPENDIX 1

EXPLANATION OF PROGRAM FORM

THE SOUTH PLAINFIELD ADULT HIGH SCHOOL

Graduation Requirements - 80 high school credits including 10 in American History and an acceptable level of competency in communication and computation skills.

High School credit is granted to adults for the following prior experiences:

High school courses completed at an accredited school as shown on an official high school transcript.

College courses completed at an accredited college as shown on an official transcript. One college credit equals one high school credit.

Courses completed at all other types of institutions will be credited at 5 high school credits for 120 hours of instruction. This must be verified by transcript, letter or certificate verifying the number of hours of instruction.

30 high school credits will be granted for a completed apprenticeship program which can be verified by a certificate of completion.

10 high school credits will be granted for work experience of one year for the same employer. All occupations qualify including homemaking. This will be verified by a letter from the employer giving dates of employment, duties performed and hours per day. When self employed as in homemaking, the letter can be self signed and notarized.

5 high school credits will be granted for each section of the G.E.D. where the adult scored 35 points or better.

10 high school credits will be granted for military basic training which can be verified by discharge papers.

Credit may be earned in the following ways

An adult may take subject area examinations and receive 5 high school credits for any one passed examination.

An adult may do Independent Study Projects in different areas such as History, English, etc. The amount of credit earned by each project will be worked out between student, counselor and teacher, then approved by the director.

An adult may earn high school credit by taking courses offered by the Adult High School. Courses will meet for a 16 week period, once per week, on Saturdays or evenings. The student will receive 5 high school credits for each completed course. Although the courses will meet for 16 weeks, if a student masters the knowledge of the course in less time,

APPENDIX 1 CONTINUED PAGE 2

THE SOUTH PLAINFIELD ADULT HIGH SCHOOL

the student may take the test in the subject and receive 5 credits for passing the final test.

Classes will meet for a 2½ hour period·

On Saturdays: 9:30 A.M. to 12:00 noon
12:30 P.M. to 3:00 P.M.
Weeknights: 7·00 - 9·30 P.M.

The following are courses available at the South Plainfield Adult High School

- Reading
- English I, II. III, IV
- Everyday Math
- Algebra
- Geometry
- History I II
- Sociology
- Psychology I, II
- Introduction to Physical Science
- Biology
- Chemistry
- Stenography I. II
- Typing I II
- Speedwriting
- Bookkeeping/Accounting
- Woodworking
- Drafting & Blueprint Reading
- Graphic Arts & Offset Techniques
- Consumer Education

These courses have been especially designed for adult students.

APPENDIX 2

SOUTH PLAINFIELD ADULT HIGH SCHOOL
South Plainfield High School
200 Lake Street
South Plainfield, New Jersey 07080

James A. Lenox
Director

754-4620
Ext. 342 & 343

INDEPENDENT STUDY GUIDELINES

A student, assisted by a guidance counselor, will select the subject area for Independent Study.
The counselor will notify the appropriate subject area specialist, who will arrange a mutually convenient meeting with the student at a public library.

At the first meeting the subject area specialist will help the student plan the following:

1. What he/she will do.
2. How he/she will do it.
3. What resources will be used.
4. How the project will be presented for evaluation; written report, oral report, scrapbook, etc.
5. Approximately when the project will be finished.
6. How much time he/she will devote to the project.
7. How much credit the project will earn.

The subject area specialist will submit the plan to the principal of the Adult High School for approval.

After the principal approves the project the student will proceed at his/her own pace with help from the subject area specialist.

When the project is complete the subject area specialist will evaluate it to determine if it fullfills planned objectives.

The subject area specialist will spend 3 to 6 contact hours with each student.

The student will be expected to devote approximately 60 hours to a project which will earn 5 high school credits.
Mini-projects may be done to earn 1 high school credit.

APPENDIX 3
CONTRACT FOR INDEPENDENT STUDY

Student's Name______________________ Date____________

Subject______________________ Subject Area Specialist's Name______________________

Objectives (What I'm Going to Do)	Method (How I'm Going to Do It)	Sources Where I'll Get Information (Books, Places, People)

APPENDIX 4

LOG OF INDEPENDENT STUDY ACTIVITIES

Learning Contract Summary Sheet

Work Completed

South Plainfield Adult High School

Independent Study
Subject____________________
____
____
Date____________________
From__________To__________
Hours Studied__________

Name______________________________

My Activities	What resources I used--methods, etc.	Future Plans	How have I related what I've studied this period to the historical development of the U.S.

APPENDIX 5
COLLAGE OF PRESS RELEASES

S.P. Adult School

Everyday Mathematics

Math seems to be a subject which terrifies many people, particularly women. The roots of the fear are generally unknown and deeply buried in childhood events. The teacher of "Everyday Mathmematics," a course offered by the South Plainfield Adult High School on Saturdays, has been able to help a number of his students overcome their fear of math. Many of these adults have expressed feelings of greater self confidence in being able to tackle mathematics. They claim that their teacher by patiently answering any questions as they arise, has created a relaxed atmosphere which helps the students understand the subject. By making the class aware that no question is too insignificant to be asked and answered, the teacher has encouraged the students to ventilate their concerns and helped them realize that they are capable of mastering mathematics.

There is still time to register in the South Plainfield Adult High School program. It's free of charge to any adult who does not have a high school diploma, regardless of residence. For information call 754-4620, Ext. 342 or 343.

Want That Diploma?

If you are one of the many adults in New Jersey who does not have a high school diploma, you are not alone, since 47 percent of the adult population has not completed high school.

Free counseling and programs are available at the South Plainfield Adult School to help you earn your diploma. A high school diploma may help you obtain a new job, or achieve a promotion or even assist in your changing your career. The High School Equivalency Diploma is universally accepted by colleges and industry alike. The New Jersey Department of Education has passed legislation which allows the granting of high school credit for military, job, or other like experiences. You may already be eligible for your diploma.

For counseling on the different options available, call the South Plainfield Adult School at 754-4620, ext. 342 or 343.

Adult career session set

A career workshop for adults will be held by the South Plainfield Adult High School May 4 at 7 p.m. in the high school media center.

Representatives of colleges and training schools will discuss educational opportunities for adults.

Information will be given on changing career goals and financial assistance.

For information call 754-4620, Ext. 342-343.

Age no barrier in adult school

The South Plainfield Weekend Adult High School is stressing the theme that no one is too old to return to school.

Counselors have been advising adults ranging in age from 18 to 70 to help them select the best program for high school completion.

Persons interested in counseling should call 754-4620, Ext. 342-343.

Design team plans goals

The South Plainfield Weekend Adult High School Design Team met recently to continue setting the goals and structure of the school, which will open Jan. 28.

Team members discussed the importance of having the diplomas which will be awa[illegible] by the school accepted with community support and respect.

Adult school counselors currently are helping adults identify the best options for earning a diploma. Those interested in counseling should call 754-4620, Ext. 342-343.

Dec. 15, 1977, THE REPORTER,

S.P. Times
3/8/78

South Plainfield Adult School

What motivates adults to devote their leisure time to earning a high school diploma? Why do some young people return to an adult high school shortly after they quit their adolescent high school? One major reason is "jobs." It is hard to find satisfying work if you do not have a skill which you can offer a prespective employer. It is extra hard to find work, if you do not have a high school diploma. In order to be an atreactive applicant for a job, a person must be able to do something or demonstrate the ability to be able to learn how to do something well.

The South Plainfield Adult High School is trying to provide adults with a program of high school completion which will help them acquire useful skills. This school offers courses in Typing, Speedwriting, Bookkeeping/Accounting, Graphic Arts/Offset Techniques, Drafting/Blueprint Reading, English, Psychology, Biology, Algebra, Reading, U.S. History and Everyday Math.

The South Plainfield Adult High School is free of charge to people who do not have high school diplomas. All adults are eligible, not only residents of South Plainfield. There is still time to enroll in the South Plainfield Adult High School. For further information call 754-4620. Ext. 342, or 343.

Adult reading course offered

A course in individualized reading, designed by a reading specialist for adult students, is available at the South Plainfield Adult High School.

The course is designed to improve adults' reading comprehension and speed.

The course will begin Jan. 28. For information, call 754-4620, Ext. 342-343.

Weekend school counsels 40

About 40 adults were counseled during open house and orientation held last week by the South Plainfield Weekend Adult High School.

Information on the weekend school and its programs was available to those attending, and high school completion counselors were available to help adults choose a program of study.

Two options are available for high school completion, either studying for the equivalency examination or taking courses to earn high school credit.

Adults still interested in registering for the weekend school, which begins Jan. 28, should call 754-4620, Ext. 342-343.

APPENDIX 6

SOUTH PLAINFIELD ADULT SCHOOL
200 Lake Street
South Plainfield, N. J. 07080

James A. Lenox, Director
754-4620, Ext. 342, 343

September 7, 1977

30 Second Radio Spot

FREE COUNSELING AVAILABLE AT NEW ADULT WEEKEND HIGH SCHOOL IN SOUTH PLAINFIELD

Is the lack of a high school diploma keeping you from the things you want? Free counseling is available on the many ways that you can earn your diploma in a new Weekend Adult High School in South Plainfield.

Counselors will advise you about the different options available and help plan a program to meet your needs. Remember, this counseling is free.

For more information, call the South Plainfield Adult Education Office at 754-4620. That's 754-4620.

SOUTH PLAINFIELD ADULT SCHOOL
200 Lake Street
South Plainfield, N. J. 07080

James A. Lenox, Director
754-4620, Ext. 342, 343

September 7, 1977

60 Second Radio Spot

Did you know you can earn a high school diploma on weekends? Did you know you can get credit for work experience, on-the-job-training, army services, or even hobbies you're good at?

If you're a homemaker, you can get credit for nutrition, child care, sewing, and many other skills you've learned while running your home.

Don't feel that it's too late for you, just because you have been away from school awhile. It's never too late to learn and there is a new Adult Weekend High School opening in South Plainfield designed just for you and the many people like you.

It will offer you credit for the things you already know while teaching you the things you need to know. Come in and take advantage of our Free Counseling service to find out all the different ways you can earn you high school diploma.

For more information call the Adult Education Office at South Plainfield Adult School, 754-4620. That's 754-4620. Remember it's never too late.

HOW TO EARN YOUR ADULT HIGH SCHOOL DIPLOMA

Adults, do you or anyone you know lack a high school diploma? Are you missing out on job or promotion opportunities because you don't have a high school diploma? Have you always regretted dropping out of school? Now you have a terrific opportunity to obtain your high school diploma.

The South Plainfield Adult High School offers free counseling to help you select the best way of earning a high school diploma. Free instruction will be arranged to suit your busy schedule.

Call us now or tell a friend or relative about our program.

For information call:

Ruth Spinner, Coordinator of Adult
High School Completion

754-4620
Ext. 342, 343

APPENDIX 7
COLLAGE OF ADVERTISEMENTS

ADULTS –
EARN YOUR H.S. DIPLOMA

FREE OF CHARGES TO ALL ADULTS REGARDLESS OF RESIDENCE

So. Plainfield Weekend Adult H.S.

OPEN HOUSE & REGISTRATION

at So. Plainfield H.S. Media Center
200 Lake Street, So. Plainfield

Tues., Wed., Jan. 10 & 11
7:00 p.m. to 9:30 p.m.
Sat., Jan. 14 — 10 a.m. to 12:30 p.m.

For Information Call RUTH SPINNER
754-4620, Ext. 342 or 343

Attention all ADULTS!

Do you have a H.S. diploma?

U may receive credit for prior work.

Learning can be fun, Sat. or evenings.

Teaching and counseling both FREE!

SOUTH PLAINFIELD WEEKEND ADULT HIGH SCHOOL

***For information and counseling call* RUTH SPINNER**
754-4620, Ext. 342-343

It's never too late to Earn your High School Diploma!

Free Programs

FREE counseling on Many Options available to you, now.

South Plainfield Adult School
754-4620, ext. 342
Call Now!

STORE NEWS — September 7, 1977

It's Never Too Late To Earn Your High School Diploma

FREE

counseling on the Different Options Available

• FREE PROGRAMS •

South Plainfield Adult School
754-4620 Ext. 342
CALL NOW!

Oct. 6, 1977, THE REPORTER

Attention All ADULTS!

Do You Have a High School Diploma?

You may receive credit for prior work.

Learning can be fun, Saturday or evenings.

Teaching and counseling both FREE.

Service to the community is our goal

SOUTH PLAINFIELD WEEKEND ADULT HIGH SCHOOL

***For information and counseling call* RUTH SPINNER**
754-4620, Ext. 342-343

Adults! Earn Your High School Diploma Free!

Come to South Plainfield Weekend Adult H.S.

OPEN HOUSE & REGISTRATION

at S.P.H.S. MEDIA CENTER
200 Lake St., South Plainfield
Tues. or Wed., Jan. 10 or 11, 7 - 9:30 p.m.
or Sat., Jan. 14, 10 a.m. - 12 noon

For information call
754-4620, Ext. 342-343

ADULTS: EARN YOUR HIGH SCHOOL DIPLOMA ON SATURDAYS & EVENINGS

FREE COUNSELING AND INSTRUCTION
Classes Start Sat., Jan. 28th to May 27th

SCHEDULE OF CLASSES

- Reading
- English
- Psychology
- Sociology
- Consumer Ed
- U.S. History
- Chemistry
- Biology
- IPS
- Typing/Speedwriting
- Bkkp./Acct.
- Everyday Math
- Geometry
- Algebra
- Shop Courses

FOR INFORMATION, CALL RUTH SPINNER
754-4620, Ext. 342, 343

APPENDIX 8

SOUTH PLAINFIELD ADULT EDUCATION SCHOOL
South Plainfield High School
200 Lake Street
South Plainfield, New Jersey 07080

James A. Lenox
Director

754-4620
Ext. 342 & 343

LETTER TO EMPLOYERS

October, 1977

Dear Employer:

We have several programs in South Plainfield which may be of value to your employees. For people who do not have a high school diploma we offer counseling to help them select the best option for earning a high school diploma. We have classes which teach people the skills needed to pass the General Educational Development Test which entitles them to the New Jersey Equivalent High School diploma. Starting in January we will have the South Plainfield Weekend Adult High School which will give people the opportunity of obtaining a high school diploma by earning credit through various programs. In all our programs we stress proficiency in Reading, Math and English.

We also offer "English for the Foreign Born" which emphasizes reading, writing and conversation in English for people whose native language is other than English.

Our programs are offered at the South Plainfield High School. G.E.D. classes and "English for the Foreign Born" are offered in the evening. Classes in the South Plainfield Weekend Adult High School will be held Saturdays, weekdays and evenings. Enrollment into our programs is flexible and continuous. People may start whenever they feel ready. Counseling is now in progress. All instruction and counseling relating to these three programs are free of charge.

Since the educational development of the work force is of interest and value to you, the employer, we would like to work with you in formulating the goals of our adult programs. I would like to meet with you or any of your designated representatives to discuss how our programs may best serve you, your employees and this community. I would appreciate an appointment to exchange ideas. I am enclosing some information about our program which you may want to share with your employees. For further information, please call 754-4620, Ext. 342 or 343.

Thank you in advance for your cooperation.

Sincerely,
Ruth Spinner
Ruth Spinner
Project Coordinator
South Plainfield Weekend Adult High School

APPENDIX 9

SOUTH PLAINFIELD ADULT HIGH SCHOOL
SOUTH PLAINFIELD HIGH SCHOOL
200 Lake Street
South Plainfield, New Jersey 07080

James A. Lenox
Director

754-4620
Ext. 342 & 343

BUSINESS FORM

Name of Firm ____________________

Address ____________________

Telephone ____________________

Type of Business ____________________

Name of Representative ____________________

Position of Representative ____________________

How Many People Employed? ____________________

What are three (3) major characteristics you look for in a prospective employee for a position which does not require a college degree?

1. ____________________
2. ____________________
3. ____________________

Do you give examinations prior to hiring? ____________________

Do you give examinations for promotion? ____________________

In your hiring practices to fill positions which do not require a college degree, do you select people on the basis of having an adequate knowledge of:

Reading ____________________

Writing ____________________

Math ____________________

Other ____________________

Does having a High School diploma raise an applicants chances for

being hired?____

being promoted?____

How many employees do you have who have a High School diploma or

less formal education?______________________________________

Are there any job openings in your business at present?__________

Which positions do you find difficult to fill?____________________

____

Comments:____

____

____

APPENDIX 10

SOUTH PLAINFIELD ADULT EDUCATION SCHOOL
South Plainfield High School
200 Lake Street
South Plainfield, New Jersey 07080

James A. Lenox
Director

754 4620
Ext. 342 & 343

SOUTH PLAINFIELD WEEKEND ADULT HIGH SCHOOL

APPLICATION

(Please Print)

Name ____
Last First Middle Maiden

Home Address ____
No. Street

____
Town State Zip

Home Phone ____________________ Business Phone ____________________

May we call you at work? __________

Social Security Number ______________________

Birthdate __________________ Age __________

Dates of High School Attendance ______________________________

Last Grade completed in High School ______________________________

Name & Address of High School ______________________________

____

In case of Emergency, notify ______________________________
Name Relationship

____
Address Telephone Number

Reason for wanting a High School Diploma (please underline one or more):

Self satisfaction, College Requirement, Family Satisfaction, Better Job,

Promotion, Other ______________________________

APPENDIX 11
SOUTH PLAINFIELD ADULT HIGH SCHOOL
South Plainfield High School
200 Lake Street
South Plainfield, New Jersey 07080

COUNSELING FORM

James A. Lenox
Director

754-4620
Ext. 342 & 343

NAME ______________________ MAIDEN NAME ______________

ADDRESS __________________ TOWN ______________ ZIP ______

PHONE ____________ SOCIAL SECURITY NUMBER ____________ SEX ____

AGE ____ ETHENICITY ______________ MARITAL STATUE ________

NUMBER OF CHILDREN ________

AGE OF CHILDREN ________

LAST YEAR COMPLETED IN SCHOOL ____ LAST SCHOOL ATTENDED ________

DATES OF HIGH SCHOOL ATTENDANCE ________ LOCATION ____________

MILITARY EXPERIENCE ____________ BRANCH ______________
DATES

TYPE OF TRAINING WHILE IN THE SERVICE ______________________

FOREIGN LANGUAGES SPOKEN ______________________________

MAJOR OBSTACLES TO CONTINUING EDUCATION ____________________

FUTURE GOALS AND OBJECTIVES ____________________________

____

WHAT IS THE MAJOR REASON FOR WANTING HIGH SCHOOL DIPLOMA? ______

____

VOCATIONAL TRAINING ______________________________

ADULT SCHOOL COURSES ______________________________

ON THE JOB TRAINING ______________________________

APPRENTICESHIP ______________________________

OCCUPATION ______________________________

FORMAL JOB TITLE ______________________________

BRIEF DESCRIPTION OF YOUR WORK ______________________

____

____

PREVIOUS EMPLOYMENT: ________________________________

IF YOU ARE UNEMPLOYED, ARE YOU LOOKING FOR A JOB? YES ____ NO ____

APPRENDIX 11 - CONTINUED

COUNSELING FORM

IF YES, WHAT KIND OF JOB ARE YOU LOOKING FOR?____________________

____

ORGANIZATIONS____

HOBBIES____

WHAT ARE YOU INTERESTED IN STUDYING?____________________________

PLEASE CIRCLE WHEN YOU WOULD BE AVAILABLE FOR CLASSES:
SATURDAY - MORNINGS AFTERNOONS
WEEKDAYS - MORNINGS AFTERNOONS
WEEKDAYS - EVENINGS

THERE ARE MANY WAYS IN WHICH AN ADULT LEARNS, DEPENDING ON THEIR INTERESTS AND EXPERIENCES. PLEASE INDICATE HOW YOU FEEL YOU WOULD LEARN BEST. RANK FROM 1 TO 4.

1. Traditional Class Room (Whole group question & answer etc.)_____
2. Small Group ____________
3. Independent Study ______
4. Guided Individual Program_______

Explanation by the counselor of the different options available for obtaining a High School diploma.

Given a choice, which option would you like to pursue?

1. Adult High School
2. G E D
3. College plan

How did you learn about our program?_______________________________

COUNSELOR COMMENTS:

APPENDIX 12
INDIVIDUAL PROGRAM PROFILE
SOUTH PLAINFIELD WEEKEND ADULT HIGH SCHOOL

Date ____________________

Name ______________________________ ______________________________
Maiden Name

Address ____
Number Street Town State Zip

S. S. Number ______________ Home Telephone ____________________
Business Telephone ________________

Projected Date of Program Completion ________________________

Prior Credit	# of credits or hours	How Verified	Name of Institution
High School Courses			
College Courses			
Other Courses			
Work Experience			
Apprenticeship			
Basic Training Military Service			

Total Number of Credits ______________

Additional Credit needed to graduate ________________

Program Plan for Earning Credit

Courses ____

____

Credit by Examination in
the following areas ____

____

Independent Study in
the following areas ____

____

________________________ ________________________
Student's Signature Counselor's Signature

APPENDIX 13

SOUTH PLAINFIELD ADULT HIGH SCHOOL

STUDENT RECORD

Grading

P - Pass
I - Incomplete

Student's Name____

Course Title Credit by Examination Independent Study	Grade	Date	Amount of Credit	Teacher's Signature

APPENDIX 14

STUDENT TRANSCRIPT

SOUTH PLAINFIELD ADULT HIGH SCHOOL
200 LAKE STREET
SOUTH PLAINFIELD, NEW JERSEY 07080

School accredited by
New Jersey Department of
Education

Name____
Last First Middle Maiden

Home Address______________________________________
Number and Street City State Zip

Was graduated
Will be graduated______________
Withrew Date

Entered South Plainfield
Adult High School____________
Date

Marking System: P - Pass
I - Incomplete

80 high school credits are required for graduation.

Prior Credit	Number of Credits	Name of Institution
High School Courses		
Other Courses		
G. E. D.		
Work Experience		
Apprenticeship		
Military Service		

APPENDIX 14 - CONTINUED

Amount of credit earned at the South Plainfield Adult High School

Course Title	Grade	Date	Amount of Credit

Credit by examination:

Area	Grade	Date	Amount of Credit

Independent Study

Area	Grade	Date	Amount of Credit

Standardized Tests:

Date____________ Signature______________________ Title__________

APPENDIX 15

SOUTH PLAINFIELD ADULT EDUCATION SCHOOL
South Plainfield High School
200 Lake Street
South Plainfield, New Jersey 07080

JAMES A. LENOX
DIRECTOR

754-4620
EXT. 342 & 343

To Whom It May Concern:

Please send a copy of my official high school transcript to the South Plainfield Adult Education School:

South Plainfield Adult School
200 Lake Street
South Plainfield, N.J. 07080

My name is ______________________________
Students Full Name

____
Maiden Name Street Address

____
Town State Zip

Dates of High School Attendance ______________________________

Thank you.

____
Signature

____
Name of High School

____
Street Address

____
State Zip

APPENDIX 16

SOUTH PLAIAFIELD ADULT HIGH SCHOOL
South Plainfield High School
200 Lake Street
South Plainfield, New Jersey 07080

James A. Lenox
Director

754-4620
Ext. 342 & 343

COUNSELING SERVICES

The South Plainfield Weekend Adult High School offers free counseling to adults upon request, by appointment. The following counseling services are provided:

1. Explanation of available programs of high school completion. Guidance and Advisement to assist the adult in selecting a program of high school completion.
2. Testing and review of test scores to develop a suitable program of study.
3. Career counseling to acquaint the adult with educational and job opportunities available in the community and to help the adult make future plans based on interests and background.
4. Follow up counseling to make sure that the program selected continues to be satisfactory. Changes in the program may be made at anytime.
5. Counseling provided to students to help resolve problems which stem from the program of study.

Counselors in the high school completion program are: Robert Hoesly, Barbara Cooke, Anthony Santora and Ruth Spinner.

They are here to help you enjoy earning your high school diploma! So let them know when you want their help or guidance.

Counseling appointments are available:

Monday to Friday - 8:00 A.M. - 3:30 P.M.

Monday - 6:00 P.M. - 9:00 P.M.

Saturday - 9:00 A.M. - 12:00 noon

APPENDIX 17

FOLLOW UP COUNSELING

Student's Name ____

Counselor's Name ____

Date____________________

Comments:

Date____________________

Comments:

128

APPENDIX 18

SOUTH PLAINFIELD ADULT SCHOOL
200 Lake Street

South Plainfield, N. J. 07080

COUNSELING APPOINTMENT REQUEST

We have counseling appointments available at the following times:

Monday to Friday - 8:00 A.M. to 3:30 P.M.

Monday Evenings - 6:00 P.M. to 9:00 P.M.

Saturday Mornings - 9:00 A.M. to 12:00 noon

I would like a counseling appointment on________ _________,__________ __
day time

My name is_ ____

Please call me at ___ _______________________to verify the appointment.
Telephone number

I can be reached at that number on___________________ ______________________
days time

APPENDIX 19

SOUTH PLAINFIELD ADULT EDUCATION SCHOOL
South Plainfield High School
200 Lake Street
South Plainfield, New Jersey 07080

JAMES A. LENOX
DIRECTOR

754-4620
EXT. 342 & 343

CAREER NIGHT

ADULTS **ADULTS**

ARE YOU CONFUSED?

DO YOU WANT TO CHANGE YOUR CAREER BUT DON'T KNOW HOW TO GO ABOUT IT?

COME TO A CAREER WORKSHOP!

HEAR ABOUT OPPORTUNITIES FOR FURTHER EDUCATION AND TRAINING AVAILABLE TO YOU.

THE SOUTH PLAINFIELD ADULT HIGH SCHOOL IS SPONSORING A CAREER WORKSHOP ON THURSDAY, MAY 4, 1978 AT 7:00 P.M. IN THE SOUTH PLAINFIELD HIGH SCHOOL MEDIA CENTER, 200 LAKE STREET, SOUTH PLAINFIELD, N. J.

FOR INFORMATION CALL 754-4620 EXT. 342 OR 343

APPENDIX 20
COURSE EVALUATION FORM

SOUTH PLAINFIELD ADULT HIGH SCHOOL
South Plainfield High School
200 Lake Street
South Plainfield, New Jersey 07080

James A. Lenox
Director

764=4620
Ext. 342 & 343

Dear Student:

Please fill out this questionnaire to help us make the South Plainfield Adult High School program suitable for adults. If you have any suggestions, please let us know.

Thank you for your cooperation.

Sincerely,

James A. Lenox, Director
Adult and Continuing Education

NAME OF COURSE ______________________________________

1. DID THE COURSE TEACH YOU WHAT YOU EXPECTED TO LEARN? YES____ NO____
   TO SOME EXTENT______

2. HOW WOULD YOU DESCRIBE YOUR TEACHER? (Check all which apply)
   A. VERY HELPFUL _________ SOMEWHAT HELPFUL ________ NOT VERY HELPFUL__
   B. VERY INTERESTING______ SOMEWHAT INTERESTING_____ NOT VERY INTERESTING________
   C. VERY KNOWLEDGEABLE____ SOMEWHAT KNOWLEDGEABLE___ NOT VERY KNOWLEDGEABLE________

3. DID YOU FIND THE COURSE CONTENT HARD TO GRASP? YES____ NO____
   TO SOME EXTENT ____

4. DID THE TEACHER GIVE YOU HELP WHEN YOU NEEDED IT? ALWAYS____ USUALLY___
   NEVER_____

5. DID YOU FIND THE HOMEWORK ASSIGNMENTS: TOO LONG____ TOO SHORT ____
   JUST RIGHT____

6. DID YOU FIND THE HOMEWORK ASSIGNMENTS: TOO HARD____ TOO EASY____
   JUST RIGHT____

7. WOULD YOU RECOMMEND THIS COURSE TO YOUR FRIENDS? YES____ NO_____
   MAYBE____

APPENDIX 20 - CONTINUED

SOUTH PLAINFIELD ADULT HIGH SCHOOL
South Plainfield High School
200 Lake Street
South Plainfield, New Jersey 0708

James A. Lenox Director	754-4620 Ext. 342 & 343

8. WHEN IS THE BEST TIME FOR YOU TO ATTEND CLASSES? (Check only one)

SATURDAY MORNING ___ SATURDAY AFTERNOON ___ WEEKDAY EVENING ___

9. WHAT DID YOU LIKE BEST ABOUT THE COURSES? (What helped you most to learn) ______________________________

____

____

10. WHAT DID YOU DISLIKE MOST ABOUT THE COURSES? (What interferred most with your learning?) ______________________________

____

____

11. COMMENTS OR SUGGESTIONS: